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AUTHOR Quigley, Lawrence A., Ed.; Chaves, Arthur, Ed.
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ABSTRACT

This 1974 examination of Massachusetts state colleges developed a report centering on six areas of concern in teacher education. (1) "Reform and Renewal"--an examination of factors promoting or hindering renewal resulted in proposals to establish projects exploring alternative structures and processes and to evaluate the results for replication. (2) "Supply and Demand"--the educator employment situation indicated that colleges should become multi-career training centers, develop more intensive counseling and placement services, and become more involved in program and certification approval. (3) "Alternatives and Constraints"--colleges should strive to attract the best candidates, provide complete evaluation of all phases of their education product, enhance curriculum flexibility, deploy and fully utilize all existing resources, and develop new programs. (4) "Laboratory Schools"--the laboratory school has evolved from facilities for observation and student teaching into teacher training centers designed for child study, program development, technique dissemination, and preservice and inservice implementation of programs; recommendations were made to develop and expand center role and to facilitate interaction between centers. (5) "Certification and Accreditation"--the certification procedure should be amended to include periodic reevaluation based on continued professional growth, and inservice programs should be expanded. (6) "Partnerships for Teacher Education"--preservice and inservice should be viewed in a continuum, and a collaborative effort of training institutions and school districts should be developed. Appendixes include evaluation instruments, surveys of practices, and a description of a teacher center-college collaborative effort. (MB)

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REPORT OF THE TASK FORCE ON TEACHER EDUCATION AND LABORATORY SCHOOLS

Dr. Lawrence A. Quigley
Executive Vice President
Fitchburg State College

Dr. Arthur Chaves
Acting Academic Dean
Framingham State College

Editors

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REPORT OF THE TASK FORCE ON TEACHER EDUCATION AND LABORATORY SCHOOLS

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TASK FORCE ON TEACHER EDUCATION AND LABORATORY SCHOOLS

Preface

On November 8, 1973, the Board of Trustees of the Massachusetts State College System approved a planning document entitled An Agenda for Renewal. This document set forth a number of new important goals and policies for the State College System. Among them, high priority was given to the establishment of four system-wide Task Forces, including the Task Force on Teacher Education and Laboratory Schools.

On February 12, 1974, the first meeting of the Task Force on Teacher Education and Laboratory Schools was held at the Parker House in Boston. At that meeting, the following members of the Executive Committee were elected by the Task Force: Dr. Lawrence Quigley (Fitchburg) and Dr. Arthur Chaves (Framingham) Co-Chairmen, Dr. Mary Bradley (Salem) Vice-Chairman, and Dr. M. Virginia Biggy (Lowell) Secretary.

During this initial meeting, Task Force members also identified major areas of concern within the field of teacher education to be addressed by Task Force members.

The Executive Committee took these recommendations and arranged them in six Sub-Task Forces, on which members of the Task Force then elected to work. The six Sub-Task Forces were: Reform and Renewal, Supply and Demand, Alternatives and Constraints, Laboratory Schools, Certification and Accreditation, and Partnerships for Teacher Education. The Executive Committee also suggested a calendar of meetings for the Task Force. A copy of that calendar as it developed is attached.

It was agreed by the members of the Task Force that it would be helpful and informative to request Dr. Gregory Anrig, Commissioner of Education and Dr. Joseph M. Cronin, Secretary of Educational and Cultural Affairs, to address the Task Force. The calendar (Appendix A) indicates when those meetings took place. The Task Force takes this opportunity to thank Drs. Anrig and Cronin for sharing with the Task Force their perceptions as to the future of teacher education programs in the State Colleges.

In addition to the regularly scheduled meetings which appear on the calendar, most of the Sub-Task Forces met independently in an effort to tackle the massive amount of material to be considered and the ideas to be discussed.

Each Sub-Task Force filed a report with the Executive Committee which read and considered all the component parts, re-wrote, edited, and integrated the elements into a meaningful whole. The final report of the Task Force embodies recommendations made by the Sub-Task Forces and calls the attention of the Trustees of the Massachusetts State Colleges to the priorities in Teacher Education as identified by the Task Force on Teacher Education and Laboratory Schools.

TASK FORCE ON TEACHER EDUCATION AND LABORATORY SCHOOLS

SUMMARY OF RECOMMENDATIONS

REFORM AND RENEWAL

1. That a two-year experimental project be implemented at two or more of the State Colleges for the following purposes:

   a. to explore and evaluate alternative organizational structures and processes;

   b. to test the assumption that organizational structures encouraging more individual or group autonomy, self-direction, and self-control will result in more effective reform and renewal efforts on individual campuses;

   c. to evaluate several Organizational Development strategies as to their potential for increasing the effectiveness of the State Colleges.

2. That an initial diagnostic survey be conducted throughout the System to establish a data base for the subsequent studies suggested above.

3. That an experimental project team composed of in-service administrators, faculty members, and students (supplemented by qualified external consultants) be formed to carry out the study.

4. That the experimental project team evaluate the results of the study and make recommendations regarding its usefulness in relation to reform and renewal on the individual campuses and throughout the System.

SUPPLY AND DEMAND

5. That the State Colleges actively participate in the development of a cooperative data collection system for the Commonwealth.

6. That the State Colleges provide models for the development of alternative service careers which call for many of the same skills as those involved in teaching. The State Colleges must provide multi-purpose career options.

7. That the State Colleges expand their leadership role in all phases of the program approval and accreditation process by utilizing the opportunities that self-evaluation affords to re-evaluate admissions criteria and to assess program quality.

8. That the State Colleges exert leadership in implementing the new certification law by utilizing resources in in-service as well as pre-service education and by developing performance criteria for professional standards.

9. That counselling and placement services be further developed such that service is provided each student prior to his entry into the institution and beyond his exit from the institution.

ALTERNATIVES AND CONSTRAINTS

10. That the State Colleges actively recruit the highest quality candidates to their teacher preparation programs and that a special effort be made to ensure the recruitment of minority candidates.

11. That each State College President submit to the Board of Trustees an annual report on the procedures for admissions, counselling, advising, placement, and follow-up evaluation of education majors. This report should include an assessment of the effectiveness of such procedures and a statement of projected plans in the education areas relative to these procedures.

12. That education departments within the State Colleges re-examine core programs to insure that graduates continue to be equipped with the competencies demanded in the widest possible range of professional fields and that representatives of business, industry, and government be involved in identifying such competencies.

13. That the State Colleges continue to develop programmatic alternatives to teacher education programs which:

    a. build upon existing institutional strengths and resources, where possible, and upon additional resources, where necessary.

    b. meet the needs of students, and

    c. meet the needs of the Commonwealth.

14. That steps be taken to insure that the Program Approval process - in the System and at the Board of Higher Education level - facilitates institutional transition and encourages the development of programmatic alternatives to teacher education programs.

15. That the State Colleges establish working relationships with state agencies such as the Division of Employment Security and with voluntary agencies such as Wider Opportunity for Women (WOW) to assess the retraining needs of unemployed graduates. Retraining programs should be so designed as to prepare these students for fields of genuine need in a minimal period of time.

16. That graduate programs at the State Colleges be supported by regular State appropriations.

17. That the pressing needs in the areas of:

    a. bi-lingual education

    b. special needs

    c. urban education

    d. career and vocational education

    e. improvement of services to "general students" within the comprehensive high schools

    Be acted upon in accordance with each institution's capabilities.

18. That the professional expertise of the State Colleges be further utilized to meet the pressing educational needs of cities in the Commonwealth.

19. That the State Colleges continue to develop measures of the productivity of faculty and staff. New ways must be sought to better deploy and redirect the human resources in the System.

20. That the Board of Trustees direct the staff to explore the possibility an agreement designed to expand opportunities for the professional development of State College faculty via the graduate programs at the University of Massachusetts.

21. That the State College System move forward as quickly as possible with the implementation of program budgeting.

22. That Campus Schools be recognized as one type of Teacher Education Center.

23. That Campus Schools, as Teacher Education Centers provide a variety of teaching experiences on the spectrum of pre-service to in-service education and, furthermore, that they serve as renewal centers for the development and dissemination of successful practices and the preparation of personnel to implement these practices.

24. That representatives from the State College Teacher Education Centers and from other experience-based teacher preparation facilities across the Commonwealth should meet frequently and regularly to exchange ideas and to disseminate information.

25. That the diversity and constant change which occurs between and within existing Teacher Education Centers be recognized as vital to their existence.

26. That Teacher Education Centers be supported by strong professional, philosophical, and fiscal commitments.

27. That Teacher Education Centers maintain close ties and engage in cooperative efforts with a wide range of public and private educational and social agencies.

28. That the role of Teacher Education Centers be developed by the faculty and administration on each campus, based upon an assessment of student and community needs in the area served by each institution.

29. That, in order to provide clearer understanding of the functions and accomplishments of Teacher Education Center(s), each State College President should provide by February 1st of each year, the following information, evaluating the College's Teacher Education Center(s), on- and off-campus.

    a. Philosophy and objectives of the Center(s).

    b. Description of experimental and innovative programs being carried on.

    c. Specific functions of the Center(s) in the pre-service programs of the college.

    d. Specific functions of the Center(s) as an in-service resource in the geographic area served by the college.

    e. Description of the pupil population (number of pupils enrolled, socioeconomic and racial backgrounds, extent to which it represents a cross-section of the population of the city of town).

CERTIFICATION AND ACCREDITATION

30. That further study be given by the Advisory Commission on Certification established under Chapter 847 (Acts of 1973) to amending the certification process to include periodical re-evaluation of permanent certification predicated upon continued professional growth as indicated by in-service and professional activity, among other standards.

31. That the Advisory Commission on Certification revise its membership to include seven representatives of higher education.

32. That new and increased emphasis be placed on opening up mechanisms for the in-service assignment of college faculty; field-based undergraduate programs of teacher education should be given serious consideration by State College faculty and administration.

33. That, to better implement the provisions of Chapter 847, the Teacher Education Centers already associated with some State Colleges be expanded and their work become an integral part of the State Colleges' Teacher Education Departments, as well as of the regional and local public school systems in coordination with the State Department of Education and its Regional Offices, and with the Educational Cooperatives.

34. That Massachusetts continue to work toward full reciprocity within those inter-state certification agreements to which it now subscribes.

35. That, where institutional accreditation or program approval is required for participation, the State Colleges continue to strive, as they have constantly done, to be in full compliance with the terms of such agreements.

36. That funds be made available to the State Department of Education's Division of Educational Personnel in its Fiscal Year 1976 budget so that program evaluation and approval can proceed post haste.

37. That, where possible, state and national accreditation visits be coordinated.

PARTNERSHIPS FOR TEACHER EDUCATION

38. That the State Colleges assume a leadership role in establishing new partnerships for teacher education.

39. That Recommendation #8 of the final report of the Governor's Commission on School District Organization and Collaboration be implemented expeditiously.

TASK FORCE ON TEACHER EDUCATION AND LABORATORY SCHOOLS

INTRODUCTION

"It was the best of times; it was the worst of times." Thus Dickens concluded his Tale of Two Cities a short while after Horace Mann had started his first normal school. Despite the dire predictions of the prophets of doom more than a century later, the members of the Task Force on Teacher Education and Laboratory Schools are convinced, after a series of intensive meetings and extended studies during 1974, that the blending of conditions in teacher education could hardly be more conducive to an appropriate emphasis on a high quality of education at all levels.

The double subject discussed in this Report on Teacher Education and Laboratory Schools has received considerable unfavorable comment during the past few years. Laboratory schools have been under fire for more than a decade, although those which were engaged in research and experimentation have had staunch supporters. As long as the demand for new teachers remained high a ready defense could be made for modern centers of teacher education. The highly publicized accounts of a so called teacher surplus (1972-73-74) have prompted many critical observations about the shortsightedness of teacher educators and a demand for cutbacks in enrollments in such programs. Those public institutions with a long history of specialization in the preparation of teachers have become a prime target. Overlooked is the fact that these institutions have been broadening their offerings for several years and have reduced the percentage and, in most cases, the actual number of students majoring in education.

With an ever-increasing stress being placed on accountability and standards of performance by the taxpaying public and their representatives, and with the laws of supply and demand operating inexorably in the teacher education market, the Massachusetts State Colleges find that they have shifted none too soon from the State Teachers Colleges of the early 1960's to the general purpose institutions of higher education which the New England Association of Schools and Colleges is accrediting them as today.

QUALITY PUBLIC EDUCATION AT ALL LEVELS

The Massachusetts State Colleges were the first institutions in the United States founded specifically for the education of teachers. Even as they continue to develop as multi-purpose institutions, the State Colleges must still give priority to their rich tradition of leadership and excellence in teacher education. Only thus, The Task Force is convinced, will the improvement of the quality of public education in Massachusetts at all levels be assured.

Education of the Commonwealth's citizens is certainly a necessary and noble profession. And while quantitative measures related to supply and demand are properly being taken into account, the key element of the quality of education must not be lost sight of. The State Colleges must continue to improve the skills of professionals and to develop outstanding teachers to educate the public, as they are charged by legislative mandate.

The times are such that improved education at all levels can be stifled or quantum leaps in quality can occur. We are at a crossroads. All signs point out that we can improve education by being more selective, more concerned about program development and direction, and more committed to upgrading and updating the members of the education profession.

TEACHER EDUCATION AND CAREER MOBILITY

Facts of supply and demand must be acknowledged and responded to. The lack of available jobs has already begun to exact its own toll. In a national survey of college freshmen, UCLA Professor Alexander Astin found that teaching as an occupational choice had declined from 21.7% in 1966 to 12.7% in 1973.Many young people who would have chosen teaching as a career a few years ago, or drifted into it, now have chosen other fields instead. The fact that upon graduation there may be no jobs waiting for them in the new careers they have chosen seems to have been overlooked. The fact also seems to be forgotten that many graduates of liberal arts programs are also experiencing difficulty in obtaining employment commensurate with their education. The number of alternative career-oriented curricula has been limited or not well defined. The logic of the simplistic answer which calls for a sharp curtailment in public teacher education programs would seem to call for a similar approach to most if not all other college majors. Those who have chosen medicine, dentistry, veterinary, law, architecture, engineering or similar professions are learning first-hand the impact of the statement that many may be called but few are chosen.

Recent graduates of teacher education programs who have been unable to secure teaching positions must realize that their education is not thereby necessarily wasted. They are not locked into teaching, certainly not to classroom teaching as it is typically defined. Nor should they conclude that to change career direction is a mark of failure. It may help them to know that a majority of bachelor-degree graduates in arts and sciences take jobs that are not closely related to their training. Career change has become rather commonplace and in a dynamic society is considered desirable. One of the hallmarks of the "American Dream" is that a person should have some control over the source of his or her livelihood. Such an expectancy is valid but each generation has to mount a new effort in the face of changed circumstances to create a realistic and personal translation of that dream. Hopefully, those who were prepared as teachers are flexible and versatile people whose education equipped them with learning skills personal qualities and outlooks of wide applicability.

"Of all the professional programs, the field of teaching perhaps provides the strongest emphasis in the liberal studies . . . The prospective teacher in most institutions, will take from 80 to 85 percent of his or her undergraduate programs in basic liberal arts and science courses.[1] About half or more of these will be taken solely for general education purposes, with the rest concentrated in one or more subject majors, such as history, English, science, mathematics, or foreign language.[2]

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[1] If this is true, then other than straight liberal arts, teacher education could be the best general educational program for many students. Its general base could be added to or may even be sufficient as a preparation for other fields or for retraining.

[2] This depth in liberal arts may not be this great in elementary education - it surely could be made more so. One of the changes in professional teacher education which might be recommended is to re-examine the liberal arts portion and strengthen it carefully.

No other professional field which begins professional preparation in an undergraduate school can compare with this emphasis on the liberal studies."[3]

MANPOWER AND FREE CHOICE

One of the most common and plausible approaches to higher education is to assume that the primary purpose of higher education is to prepare people for jobs. On this theory the educational system should be geared to turning out the 'right' number of workers for each kind of available employment. The chosen mechanism is to ration places in higher education according to estimates of future manpower requirements, the rationing to be accomplished by manipulating admission requirements and limiting the number of places available.

Proposals to introduce quotas to limit the number of students admitted to various fields of study, such as teaching, and to channel students into those fields of study which are experiencing manpower shortages, have been rejected by legislative and collegiate bodies in several states.

Recently such a proposal was rejected by the Illinois State University Academic Senate. The Senate adopted a guideline on manpower development declaring that "narrow manpower needs should not be confused with the broad cultural purposes of a university." The ISU Academic Affairs Committee had urged the University to be sensitive to existing manpower needs and to counsel students to be alert to existing areas of oversupply, including positions in the teaching field. But the Committee objected to extensive use of the quota system to force students into majors designed to meet current manpower needs on the basis that it deprives students of free educational choice.

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[3] Lindley J. Stiles, "Liberal Education and the Professions," The Journal of General Education, XXVI, 1, 59-60.

At the same time President David K. Berlo decided to involve as many citizens as possible in solving the teacher surplus problem. How would the Illinois citizens reduce the number of education majors? The most popular strategy (*80 percent affirmative votes*) would be to advise weaker students to transfer out. The second most popular method (58 percent yes) would require higher high school grades to enter education. Only 25 percent of the respondents favored limiting the field on a first-come, first-served basis. *Eighty-three percent* of the respondents believed that this was the time to raise the quality of the teaching profession.

In 1973 the Oregon Board of Higher Education concluded that it should not control production of teachers by a placement of quotas on admission to programs of teacher education, but that it should instruct the institutions (a) to seek to improve their admissions and retention policies in teacher education programs and thus improve the quality of their graduates, and (b) to insure that all students seeking admission to the program are realistically counseled regarding the qualifications necessary to success and the problems of securing employment in teaching.

"A nation's system of higher education can be managed according to two basic principles: the *manpower principle*, where the objective is to produce the right number of persons for various vocations and professions, and the *free-choice principle*, where the objective is to supply education in response to the choices of students. The United States throughout its history has stressed the free-choice principle.

"American higher education is widely criticized for allegedly producing too many of certain kinds of manpower or for simply producing too many persons with higher education. It is often asserted that the labor market cannot absorb the numbers being educated in specific field or all fields, that the nation should move away from the free choice principle toward the manpower principle, and that higher education should be rationed according to the manpower requirements. We are now accused of giving a college education to many more people that need it for the labor market."[4]

One student of this problem, Stephen D. Millman, has commented: "In allocating the scarce human resources, it serves everyone's best interest to base important manpower decisions solely on the ability of those in competition."[5]

Millman further notes:

". . . Manpower requirements depend on what the country wants to do and paradoxically what it wants to do is determined in part by the way its people have been educated - by the values they cherish, by the tasks they think worth accomplishing, and by what they have been prepared to do. For example, if the educational system turns out a surplus of teachers, the nation might well grasp the opportunity to go seriously into early childhood education and day-care centers."[6]

Policy decisions which have to be made involve the serious consideration of some basic principles. First, the freedom of each person to choose his area of study and his vocation, allowing for personal talents, interests, and market opportunities, and to develop his own capacities to the full, is surely one of the most sacred of all freedoms. It is surely wrong to ration fields of study and entry into vocations admitting some qualified people and denying others. And it is equally wrong to deny people the right to develop their capacities on the ground that employment opportunities related to their education might not be available. Intelligent counseling of students is of course desirable, though it is not easy to be helpful in vocational guidance. But to plan the educational system in a way that rations places and thus denies choice is surely an act of questionable morality.

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[4] Millman, "Must Colleges be the Sorting Agents and Gatekeepers of Society?", The College Board Review (Spring 1974), p. 20.

[5] Ibid., p.17

[6] Ibid., p. 16.

A second morally questionable assumption is that the main purpose of education is to prepare people for quite specific jobs, and that it is somehow wrong or wasteful to provide an education that will not be used directly in a vocation. This idea is truly a travesty on the purpose of education. It implies that education for each individual should cease at the point where he has received enough to carry out his job and that education beyond this point is wasteful or even corrupting. On the contrary, the purpose of education is to develop the intellectual and moral powers of persons, to promote good citizenship, to enrich the culture, and to help people achieve the satisfaction of learning and knowing. The great spread of learning that has occurred in the past century is far from complete. Our ignorance overwhelms our knowledge and our folly vastly exceeds our wisdom. Enormous amounts of educational work remains to be done, and only a part of it is vocational in the strict sense, though most all of it, even the most esoteric and impractical, has important vocational overtones.

Finally, there is confusion as to ends and means. Education is not designed to prepare people to do whatever work flows from the blind and predestined imperatives of technology; rather it is intended to produce people of vision and sensitivity, who will be motivated to direct technology into humanly constructed channels.

The limits of education are set, not by the dimensions of the jobs we see around us, but by the capacity of human beings to learn. And we are today far from reaching this capacity.

It would be most unfortunate if legislators, college trustees, and administrators were to conclude that,because of a decline of employment of college graduates in their chosen fields, there exists a surplus of educated people. The present employment situation has been due primarily to sudden shifts in public budgets, to a pause in general economic growth, to the exceptional number of young people entering the labor force, to changes in birth rates, world conditions and numerous other factors. Present conditions should be studied in terms of the changes that are to come and the shifts to be made rather than in terms of retrenchment.

Restricting enrollments in those fields where a surplus exists or is expected to develop within a decade is not a satisfactory solution to manpower conditions.

Unemployment rates among the uneducated are far greater than among the educated.

TOWARD RENEWAL

In the course of this year's study of teacher education, the Massachusetts State Colleges have been encouraged to examine new alternatives related to teacher education, as the ensuing parts of this Report will indicate. The demand for special types of teachers, the requirement to address special needs of students and varied problems of society, have all filtered through the Task Force members' mind-sets and their ensuing discussions and deliberations. Better admissions procedures, more selective screening, improved practicum assignments, and more productive placement have all been examined carefully.

Indeed, the follow-up on the 1972-73 *Agenda for Renewal* meetings by the gatherings of this Task Force on Teacher Education during the Winter and Spring of 1974 gave evidence of the value of collaboration and cooperative thinking and planning, especially where common problems must be shared and solved. Just as there have been instances of faculty from the State Colleges gathering together in the past to exchange ideas and promising or successful practices, so such a mode of communication and professional development can truly be productive of movement toward *RENEWAL*, as the *Agenda for Renewal* has pointed out.

In the critical period lying ahead, conferences to provide careful planning to meet the assessed needs of teacher education personnel in the State Colleges should be encouraged. By coming together and sharing common concerns and helpful solutions to problems much synergy can be generated. Conferences on such varied areas as behavioral objectives, criterion-referenced instruction, performance-based criteria, individually guided education, management of instruction or instructional design and support systems might prove of real value to varied clientele. Experts from within the State College System itself, as well as top-flight national consultants could profitably be engaged to deliver such services.

Of prime importance in the developmental stage that lies ahead, however, is the proper emphasis on the emerging role of the teacher and a renewal of the whole concept of teaching.

The timing for the Task Force's undertaking could not have been more propitious. During the period of the Task Force's deliberations, other studies have contributed much needed information. The Comptroller General's Report has helped give a national perspective to supply and demand in the teaching profession. The Rand Corporation's study has also been helpful. The Statewide study of Secretary Joseph M. Cronin's Task Force on Supply and Demand, chaired by Dr. Raymond Sullivan of North Adams State College, was also helpful. Likewise was the Massachusetts Teachers Association's statistical study, Teacher Supply and Demand by Donald R. Randall and Felix J. Zollo, Jr.

As you read the following Report the members of the Task Force on Teacher Education and Laboratory Schools hope that you will sense the urgency of the present moment felt by the participants throughout their study this year. We trust that you will recognize their sense of challenge and their response to the golden opportunities provided at this significant point in the development of the Massachusetts State Colleges. We invite your responses to this presentation of options as to how "The People's Colleges" can better serve the Commonwealth of Massachusetts as they share in the public education of its citizens at all levels.

1. REFORM AND RENEWAL

REFORM AND RENEWAL

The key factor in preparing for change in teacher education and laboratory schools is the creation and maintenance of an organizational climate which encourages and supports reform and renewal efforts of individual students, faculty members, administrators, and their organizational units. An examination of organizational structures, relationships, and processes which enhance or inhibit such a climate was undertaken, rather than an analysis and prescription of existing innovative programs or techniques. To recommend the adoption of any single innovation in teacher education or to apply packaged remedies to the peculiar problems of our campuses with insufficient evidence that they would actually meet our needs, would be unwise. A process is required which would give some assurance of a continuous reform and renewal effort, which would have the flexibility to adapt to continuous change and to emerging, unpredictable needs and problems. Such a process would more fully utilize the human resources of our individual campuses and of the total system. Therefore, a diagnostic approach and a thorough consideration of alternative actions would lead to decisions consonant with the particular needs of departments, divisions, campuses, and the entire system.

ASSUMPTIONS

Three basic assumptions emerged relative to the nature of man and of professional personnel as represented by faculty members and administrators in particular. These assumptions are:

1) In a conducive environment, most people prefer to be active, are capable of, and want to assume responsibility.

2) They prefer to be independent, are capable of self-control, and can find satisfaction and self-fulfillment in their work.

3) It then becomes important that a climate be created in which self-direction and self-control are encouraged through minimizing command (superior-subordinate) relationships, and in which individuals are encouraged to use and develop more of their abilities and interests.

If these assumptions can be considered valid, then the central question becomes "can this potential for individual initiative be creatively fulfilled in our departments, colleges, and system?" It may be that the essential task in reform and renewal efforts is to develop organizational conditions and structures which encourage the achievement of individual professional needs and goals while also furthering those of the organization.

BASIC QUESTIONS

Several common themes were generated:

-What are the exact nature and condition of our teacher education programs and organization at present?

-In what ways should they change in the future? Toward what ends?

-What are the real or imagined constraints on change, e.g. individual traits and talents, organizational structures, time and schedules, resources, work load, evaluation and reward systems, policies and procedures, etc.?

-What are the essential components of a healthy learning-teaching environment in the State College System, in individual colleges and in individual departments?

-How can a creative, flexible environment be induced, maintained and evaluated; against what criteria?

CONCLUSIONS

The Task Force believes that the nature of administrative and leadership processes and policies has a strong impact on the effectiveness of reform and renewal efforts and that organizational policies and structures of our system and campuses should be compatible with the values and goals of higher education in general and those of teacher education in particular.

As a corollary to this conclusion the Task Force feels that there are inherent dangers in the total adoption by education of hierarchial administrative models found in business organizations. These are based on primary goals of profit, material productivity, and unit cost efficiency achieved through the use of human as well as material resources. Business enterprises are internally consistent when all of their efforts are directed toward production and profit goals. Educational organizations, on the other hand, are internally consistent when their administrative priorities and processes are compatible with educational goals relative to the full development of individual students, faculty members, administrators, and all other members of the academic community.

REFORM AND RENEWAL THROUGH ORGANIZATIONAL DEVELOPMENT

Several major studies of the causes of campus unrest experienced in the middle and late 1960's give credence to the assumption that organizational policies and structures within higher education should be compatible with its values and goals. Among these are The President's Commission on Campus Unrest ("The Scranton Report"- 1970); The President's Task Force on Higher Education (1970); The Assembly on University Goals and Governance (1971) of the American Academy of Arts and Sciences; The Report on the Campus Governance Program (1971) of the American Association for Higher Education. Their combined recommendations relative to changes in administration and governance can be summarized as follows:

(1) Congruence in governmental form, administrative practice, and institutional goals;

(2) A climate of community and commitment of common goals;

(3) Wide participation in determing goals and programs and in decision-making;

(4) Effectiveness evaluated in terms of reaching educational goals;

(5) Authority placed at the level where competence exists;

(6) Administrative flexibility and responsiveness to crisis;

(7) Norms of openness, trust and interdependence;

(8) Open and reliable communication;

(9) Utilization of the talents of individuals while fulfilling their needs.

These recommendations are remarkably similar to the goals and objectives of Organizational Development (OD), an administrative/management process based on applied behavioral science, and with an overall goal of developing more effective organizations. Warren G. Bennis, a leading authority on Organization Development and its applicability to higher education, defines the goals of organizational development as follows:

1. To create an open, probelm-solving climate throughout an organization.
2. To supplement the authority associated with role and status with authority of knowledge and competence.
3. To locate decision-making and problem-solving responsibilities as close to the information sources as possible.
4. To build trust among persons and groups throughout an organization.
5. To make competition more relevant to work goals and to maximize collaborative efforts.
6. To develop a reward system which recognizes both the achievement of organizational goals (profit or service) and the development of people.
7. To increase the sense of "ownership" of organization objectives throughout the work force.
8. To help managers to manage according to relevant objectives rather than according to past practices or according to relevant objectives which do not make sense for one's area of responsibility.
9. To increase self-control and self-direction for people within the organization.[1]

Organizational development concepts and practices have been widely applied with beneficial results in business, industry, and government, as well as in experimental sites in public schools and colleges and universities. They are implicit in the strategies of Management by Objectives, Program Budgeting and Planning, Systems Development, and other emerging modern management practices. They seem particularly appropriate to the management of educational organizations because of their emphasis on human motivation and development.

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[1] Warren G. Bennis, *Organizational Development*: *Nature*, *Origins*, *and Prospects*, 1969.

The similarity between changes in higher education administration as recommended by the study groups above and the goals of Organizational Development (as defined by Bennis), suggests that an investigation centered on the usefulness of OD as a process to generate reformand renewal within the Massachusetts State College System should prove fruitful.

RECOMMENDATIONS

1. That a two-year experimental project be implemented in two or three colleges within the system to:
    A. Explore and evaluate alternative organizational structures and processes which will result in a continuous reform and renewal effort.
    B. Test the assumption that organizational structures encouraging more individual or group autonomy, self-direction, and self-control will result in more effective reform and renewal efforts on individual campuses.
    C. Evaluate the potential of several Organizational Development (OD) strategies for increasing effectiveness of individual campuses in the State College System; administrators, faculty, students, and other college personnel participating in the study would need extensive training in the strategies to be tested.
2. That an initial diagnostic survey be conducted throughout the system (see Evaluation Instrument, Appendix C) as a means of establishing a data-base for the studies suggested above.
3. That an experimental project team composed of in-service administrators, faculty members, students and other state college personnel, supplemented by qualified external consultants, be formed to carry out the study.
    A. State College personnel would require released-time or leave-of-absence status while participating in the study.

B. This study might be funded under the Central Office grant entitled "To Facilitate a System-Wide Renewal Effort."

4. That the experimental project team above evaluate the results of the study and make recommendations related to reform and renewal on individual campuses and throughout the State College System.

TRENDS IN TEACHER EDUCATION

The current movement in the United States toward Teacher Centers may become one of the major innovations in teacher training in the twentieth century. Rapid technological changes which have provided schools with all kinds and forms of equipment, programs, and curricula can outrun the ability of college and university personnel to prepare teachers in their use. Innovations in school organization, open classrooms, team teaching efforts, and the like, have all resulted in a far greater need for in-service education. At the same time the projected smaller enrollments in teacher education programs will conceivably free, to a greater extent, the heretofore over-burdened faculty member to undertake such vital field service.

Impetus is given to the idea of Teacher Centers by B.O. Smith (1969) in a report which was published by the United States Office of Education. Smith expresses the view that while colleges may be adequate for teaching general theories about education, new institutions need to be created for the purpose of clinical teaching.

Interestingly, competency-based teacher education and certification have also given impetus to the movement. Advocates of competency-based instruction make the assumption that education for the teacher is a continuing process;.there must, therefore be continuing assistance available to the teacher in his school environment.

Smith (1969) points out that colleges and universities have neither the personnel nor the facilities to adequately carry on the necessary training for school faculties and that at this time the nation's schools have surpassed the abilities of these institutions to provide for them. Broudy (1972) lends credence to this assumption when he suggests that teachers have indeed been doing "about turns" over the past years in trying to respond to the demands for making education more relevant for children. They first tried to respond to the proponents of Progressive Education schools of thought by making their classrooms "miniature democracies"; then they were told - post Sputnik - to get back to the "3 R's," and to cut out the frills and fads in education. Soon they were bombarded with materials from the education industry. These new materials, machines, programs and equipment never really "took hold." Teachers have been accused of wishing to maintain the *status quo*. Broudy suggests that this is not so. *The real problem was that teachers were never assisted in learning the new instructional strategies and roles required to make these new materials and programs of education workable*.

Finally, the available data on teacher instruction in schools more than strongly suggests that no matter what colleges and universities do to prepare teachers, the mode of teaching eventually becomes stagnant unless the skills of teaching are somehow updated. Certainly a new direction of working with teachers seems warranted.

One of the trends in the Teacher Center movement seems to be one in which a consortium of colleges, universities, and public schools bring their resources together in a cooperative arrangement to provide continuing education for teachers. Joyce and Weil (1973) in their survey of research on Teacher Centers suggest that centers are designed around three general objectives.

1. to provide a place where the teacher can work at his own needs and in his own way;
2. to help teachers acquire the competencies required to implement new curricula or teaching strategies;
3. to increase teacher competency along predetermined lines.

Each of these objectives demands the serious attention of all involved and, most especially, of college and university personnel, for each general objective outlined for Teacher Centers will structure the direction of the teacher education program.

Teaching is a difficult profession in which to become prepared, for it requires a wide variety of competencies and skills, including: working with individuals, managing large group processes, managing the learning process, adapting the learning situation to an ever-changing reality, meeting individuals' learning abilities and disabilities, interests and disinterests, and rate and style of learning. If we are to prepare children for living and working in our democratic society and to provide them with experiences which enhance their abilities to think critically and creatively, to use the processes of inquiry in solving problems, to have an abiding interest in learning, to become the most that they can become, then we must prepare and assist teachers to develop and utilize the strategies necessary to produce these abilities. The success of Teacher

Centers will depend upon the faculties of colleges and universities who are willing and able to grapple with the critical concerns of Teacher Centers, including management and decision-making. At the moment most of the literature on Teacher Centers deals with just these problems.

Hopefully, the Massachusetts State Colleges will become actively involved in developing a variety of Teacher Centers, leading the way in this national movement.

SOME MAJOR TRENDS IN TEACHER EDUCATION PROGRAMS AT A GLANCE

As a result of experiences in some areas of the country, major developments effecting reform and renewal of teacher education have occurred. Among the most promising are the following:

Greater stress on individualization and flexibility in the form of self-pacing, self-evaluation, and added self-responsibility.

More emphasis on performance criteria, with students either meeting pre-determined standards or selecting appropriate standards individually.

Earlier, more frequent, and continuous experience with children, more varied experiences than provided by student teaching programs, and close relationship between college class and field experiences.

More professorial involvement in schools.

Less emphasis on letter marking (A,B,C,...) and more emphasis on credit/non-credit type systems of recording and reporting individual progress.

Increased efforts to develop strong partnerships between the public school and the college in the instructional program for teachers.

Increased use for purposes of individualization of simulated teaching materials, videotape feedback, auto-instructional materials, computer-assisted instruction, and the host of additional developments brought by instructional technology.

Increased emphasis on field-based programs which emphasize in descending order (a) the knowledge that a teacher should have, (b) the behavioral skills he should be able to demonstrate, and (c) his ability to bring about desired changes on the part of the students.

Increased use of modularization or mini-courses and decreased reliance on the traditional class format because of its immobility.

A survey of innovative teacher education programs, including the above, may be found in Appendix D.

2. SUPPLY AND DEMAND

SUPPLY AND DEMAND

THE NATIONAL PICTURE

Teaching still remains a top career goal of college students today, but an estimated 16 percent of teacher graduates are unable to find teaching jobs, according to two separate surveys, one conducted by the Gallup Poll and the other by the General Accounting Office. The Gallup survey, conducted in January, 1974, found that 23 percent of college students hope to teach when they finish their education. A GAO survey, reported in May, 1974, estimated that nearly 27,000 recent teaching graduates had not been able to find teaching jobs.[8]

Oversupply varies among geographic areas and teaching subject fields. Teachers in most demand are for such specialized subjects as special education (education of students with special physical, emotional, or mental needs) in elementary schools, and trade or vocational education in secondary schools.

The GAO report, confined to elementary and secondary teachers, recommended to Congress that Federal agencies do a better job of collecting data on teacher supply and demand and warned that "Federal assistance may now be contributing to teacher surpluses." OE's National Center for Educational Statistics and the Department of Labor's Bureau of Labor Statistics have projects underway to standardize and refine educational manpower data available from the States.

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[8] Comptroller General of the United States, Report to the Congress - Supply and Demand Conditions for Teachers and Implications For Federal Programs, Washington, D.C., Department of Health, Education and Welfare, 1974, p. 15.

GAO also said colleges and universities should do a better job of counseling, and the states should provide information about supply and demand. "Of the responding colleges and universities, GAO said, "47 percent had no formal counseling programs to inform students of the teacher job market and less than one-half of the state departments of education reported that their school districts prepare reports on teacher supply and demand conditions."

Among its recommendations, GAO urged the Secretary of HEW to direct the U.S. Office of Education to: obtain and maintain centralized data about all Federal programs affecting teachers; coordinate with the Bureau of Labor Statistics in disseminating job market information to all Federal, state, and local agencies and all colleges and universities; encourage colleges and universities to establish or improve counseling programs and "make curriculum changes to better meet the needs of prospective employees;" and consider the feasibility of a program to retain surplus teachers for existing teacher shortage areas. HEW concurred in GAO's recommendations and described actions taken or planned to implement them.

The improved information to be obtained by OE should be useful to Congress in determining whether programs should be redirected toward critical teacher shortage areas and whether incentives should be provided to encourage students to enter teaching shortage areas or discourage them from entering surplus fields.

RECENT TRENDS

In recent history, the need for teachers was heightened as a result of the post-World War II baby boom and continued into the late 1960's. In 1963 approximately 150,000 new teachers were neededbut only 80,000 teacher graduates were available. For the next five years the demand for new teachers continued to exceed the supply until 1969 when the number of new college graduates entering the teaching profession increased significantly.

In 1968, for example, the U.S. Office of Education reported a national shortage of about 50,000 school teachers. By 1970, however, OE estimated that, of every four teacher graduates, one would be unable to find a teaching job.

The National Education Association, a nationwide organization of teachers, conducts an annual survey of the teacher job market. A recapitulation of its reported data for the years 1966-72 shows a reduction in the number of States having shortages of teachers, as indicated by the following table:

General condition of teacher supply and demand	Number of States reporting condition as of fall						
	1966	1967	1968	1969	1970	1971	1972
Substantial shortage of applicants	20	19	5	2	-	-	-
Some shortage of applicants	11	14	17	12	2	-	1
Shortage of applicants in some subject areas and excess in others	8	11	19	32	35	24	20
Sufficient applicants to fill positions	-	1	1	1	7	-	2
Some excess of applicants	-	-	-	2	1	11	9
Valid appraisal not possible	-	-	-	-	4	13	15
Valid appraisal not possible with present information	10	5	8	1	1	2	3

REGIONAL DATA

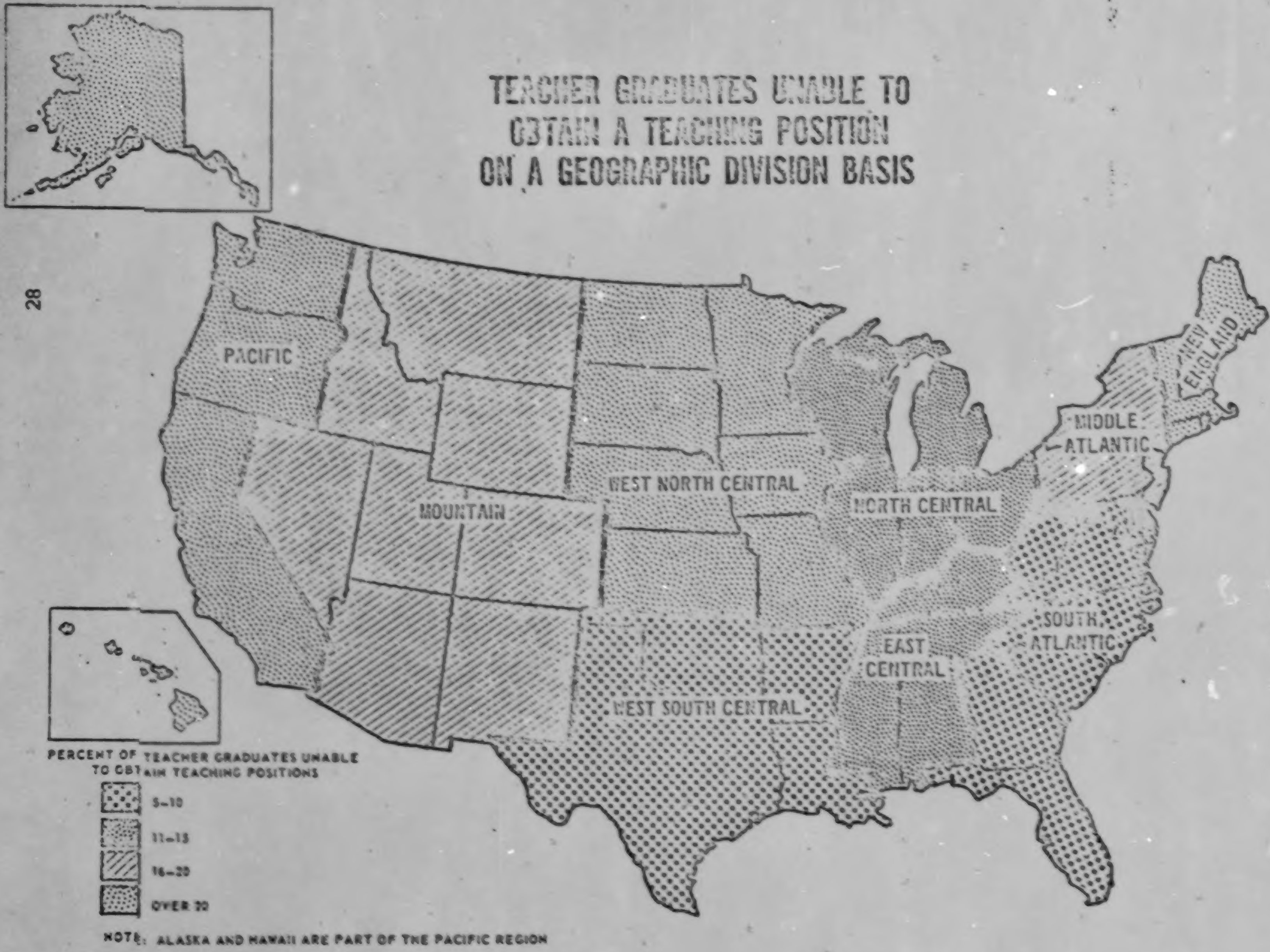
College officials responding to the Comptroller General's questionnaire indiate that about 14 percent of graduates with bachelor's degrees qualified to teach in elementary schools and 18 percent of graduates qualified to teach in secondary schools could not find teaching jobs. Of all teacher graduates--both elementary and secondary--about 27,000, or 16 percent, could not find teaching jobs. Inability of graduates to find teaching positions was greatest for elementary teacher graduates in the New England region (27 percent). For secondary teacher graduates with West-North-Central region was worst (24 percent).

Graduates seeking teaching positions in the New England, West-North-Central, and Pacific States encountered more problems in finding jobs than graduates seeking jobs in the States of the other six regions. Graduates were most successful in finding teaching positions in the South Atlantic and West-South-Central regions. This is indicated on the map on the following page.

Colleges' responses indicated that graduates qualified as secondary school teachers were least successful in finding jobs.

Of the graduates qualified to teach in secondary school, those with subject majors in agriculture, special education, and industrial arts were most successful in finding teaching jobs. Graduates majoring in social sciences, art, business education, foreign languages, physical education (men), and English were least successful in finding teaching jobs.

TEACHER GRADUATES UNABLE TO OBTAIN A TEACHING POSITION ON A GEOGRAPHIC DIVISION BASIS


PACIFIC
MOUNTAIN
WEST NORTH CENTRAL
NORTH CENTRAL
MIDDLE ATLANTIC
NEW ENGLAND
WEST SOUTH CENTRAL
EAST CENTRAL
SOUTH ATLANTIC
PERCENT OF TEACHER GRADUATES UNABLE TO OBTAIN TEACHING POSITIONS
5–10
11–15
16–20
OVER 20

NOTE: ALASKA AND HAWAII ARE PART OF THE PACIFIC REGION

DEMAND FOR TEACHERS IN SCHOOL DISTRICTS

During the 1972 school year, approximately 2.3 million applications were submitted for about 179,000 teacher vacancies and about 176,000 applicants were hired--as estimated from school district responses to the questionnaire. According to the school districts, the 3,000 vacancies were not filled because of the shortage of qualified applicants in the required field.

Because a teacher graduate may apply for employment in as many school districts as he chooses, there may be considerable duplication in the number of applications filed. Accordingly, the number of applications submitted is not an accurate means to determine the number of available teachers or a surplus. The relationship between applications received and teachers hired does indicate, however, the desire of graduates to work in certain school districts and the relative success of applicants in finding teaching positions in the districts and in various subject fields.

School districts reported that they hired the highest percentage of applicants for teaching positions in industrial arts, mathematics, trades and vocational, and special education.

The lowest percentage of teacher graduate applicants hired was in the intermediate-sized school districts (5,000 to 24,999 pupils) which are likely to be in suburban areas.

RAND COPORATION PROJECTIONS

The Rand Coporation'snationwide Study of Supply and Demand is of real significance to planning as we gaze into the 80's through that nebulous crystal ball. This study indicates that previous projections that by 1980 the surplus will exceed 600,000 teachers may well be poorly founded. The Study does indicate, however, that the magnitude of the problem will still be growing in 1980. The Tables from the Rand Study which follow may be of value in highlighting comparative projections.

TABLE 10

EXCESS TEACHER SUPPLY PROJECTIONS: 1972, 1975, 1980 (in thousands)

Projection	1972	1975	1980
NEA	118	--	--
Commission a	31	62	122
DOL a	10	54-b	73
NCES	135	165	191
Rattner	0c	--	1510/930d
Froomkin	-198c	414	619

a
Surplus estimated by imputing supply projection and subtracting projected demands.

b
Estimate for 1976

c
Estimate for 1970.

d
High/low estimates.

NEA=National Education association
Commission=
DOL=Department of Labor
NCES=National center for Educational Statistics.

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10 Rand Corporation Study on National Supply and Demand for Teachers, 1974.

TABLE 11

ESTIMATED DEMAND FOR TEACHER: 1972, 1975, 1980
(in thousands)

Projection	Total Demand			Demand for New Hires		
	1972	1975	1980	1972	1975	1980
NEA	2,112	--	--	197	--	--
Commission	--	--	--	207	211	180
DOL	2,326	2,311a	2,349	180	177a	200
NCES	2,295	2,305	2,316	180	162	200
Rattner	2,269b	2,304	2,354	--	--	--
Froomkin	2,531b	2,611	2,927	--	--	--

a
Estimate for 1976
b
Estimate for 1970.

TABLE 12
ESTIMATED SUPPLY OF TEACHERS: 1972, 1975, 1980
(in thousands)

Projection	Total Supply			New Supply		
	1972	1975	1980	1972	1975	1980
NEA	2.230	--	--	315	--	--
Commission	--	--	--	238	273	302
DOLa	--	--	--	190	231b	273
NCES	--	--	--	315	347	391
Rattner	2,269c	--	3,864/3,284d	--	--	--
Froomkin	2,333c	3,025	3,546	--	--	--

a
Imputed.
b
Estimate for 1976.
c
High/low estimates.

11 Ibid.

12. Ibid

IMPLICATION FOR THE 80'S

The Rand Study projects the following implications:

- Demand projections appear to be reasonably reliable barring major shocks.
- There are distinct indications that students are responding to the surplus.
- The magnitude and duration of the surplus have probably been greatly overestimated.
- Potential shocks to current projections wait in the wings in the areas of pre-school enrollment rates and school finance reform.
- The reaction to the surplus may continue well beyond the "balance" point; i.e. rates of new production may fall below replacement requirements.
- There is reason to question whether "balance" is the appropriate objective of educational personnel policy.

THE STATEWIDE PICTURE

There exists in the Commonwealth today an oversupply of teachers in certain areas, grade levels and disciplines. The Massachusetts Teachers Association found that, of the group of 16,500 teachers who were issued their initial teaching certificates in 1973, 10,780 were not employed professionally within the public schools of Massachusetts. Of the 10,780 who were not employed, 6,184 were actively seeking employment as teachers.[13]

Based on the information found in the study of Secretary Cronin's Task Force on Teacher Supply and Demand and reports from college placement offices throughout the State, the oversupply problem may well be even more serious in 1975.[14]

The single most important factor in the current oversupply situation is the widely publicized drop in births, which began in 1962. The resultant enrollment decline is expected to continue throughout this decade.[15] An increased erosion rate due to fewer private school transfers has also contributed to present situation.

The Task Force recommends:

5. That the State Colleges actively participate in the development of a cooperative data collection system for the Commonwealth.

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[13] Donald R. Randall and Felix J. Zollo, Jr., Teacher Supply and Demand, Mass. Teachers Association, Boston, 1974, p.4.

[14] Report of Task Force on Teacher Supply and Demand, prepared for the Executive Office of Educational Affairs, Raymond Sullivan (Chairman), July, 1974.

[15] E. Martin Diechman, Massachusetts School Enrollment Projections: 1973-1980, Commonwealth of Massachusetts, Department of Education, Boston, 1973, p.21.

6. That the State Colleges provide models for the development of alternative service careers which call for many of the same skills as those involved in teaching. The State Colleges must provide multi-purpose career options.

7. That the State Colleges expand their leadership role in all phases of the program approval and accreditation process by utilizing the opportunities that self-evaluation affords to re-evaluate admissions criteria and to assess program quality.

8. That the State Colleges exert leadership in implementing the new certification law by utilizing resources in in-service as well as pre-service education and by developing performance criteria for professional standards.

9. That counseling and placement services be further developed such that service is provided each student prior to his entry into the institution and beyond his exit from the institution.

3. ALTERNATIVES AND CONSTRAINTS

ALTERNATIVES AND CONSTRAINTS

FIVE GOALS

The Task Force believes that the responsibility for responding to the current teacher supply and demand situation must and should rest with the individual State Colleges. This belief is based upon our strong faith in the integrity and autonomy of these institutions and, further, upon our conviction that meaningful change can only be shaped and implemented at the campus level. There are no easy prescriptions for dealing with the current situation. To recommend specific institutional responses (e.g. phaseouts, cutbacks, etc.) would, the Task Force feels, be both inappropraite and insupportable.

Instead, the Task Force would like to share with the Board of Trustees and with the State Colleges some of the ideas which have been brought to the surface in the course of its deliberations. These ideas reflect the Task Force's belief that the current situation must be viewed in light of the opportunities and alternatives it presents, rather than the constraints some might feel it imposes. They are embodied in the following five goals.

1) To attract to the teaching profession the finest possible quality of candidates.

2) To provide comprehensive and effective admissions, counselling, advising, placement, and follow-up evaluations

3) To enhance curricular flexibility.

4) To utilitze to the fullest and, where necessary, to redeploy existing resources to better serve both traditional and new State College clienteles.

5) To develop viable new programmatic alternatives.

ATTRACTING THE FINEST POSSIBLE CANDIDATES

According to available admissions figures, there has been a rather significant shift in the major preferences of incoming State College freshmen to fields other than education. This development is in accord with the nationwide trend detected by the Rand Corporation in its recent study of teacher supply and demand. There is reason to expect that both the absolute number and the percentage of students entering education fields will diminish over the next several years. The Task Force believes that this will create a splendid opportunity to insure that the highest quality candidates enter the teaching profession. As Henry N. Drewry, Director of Princeton's Office of Teacher Preparation and Placement, has stated, "We feel that the best possible people should be in the field of education, and that we should give excellent potential teachers an opportunity to compete... The profession should be able to use all it can get of such teachers."

10. The Task Force recommends that the State College actively recruit the highest quality candidates to their teacher preparation programs. Special efforts must be made to insure the recruitment of minority candidates.

IMPROVING ADMISSIONS, COUNSELLING, ADVISING, PLACEMENT, AND FOLLOW-UP EVALUATION

The Comptroller General of the United States, in a recently published report entitled Supply and Demand Conditions for Teachers and Implications for Federal Programs, found that a distressingly large number of colleges and universities nationwide provide inadequate counselling to students regarding the teacher job market.[16] The report urged institutions "to establish or improve student counselling programs concerning job opportunities and to make appropriate curriculum changes to better meet the needs of employers" (to which we might add "and to better meet the needs of students").

While the need for counselling is obviously crucial at the entry point to education programs - that it, in assisting students to choose their major fields - it is also deeply felt as those students move through their chosen programs. The Task Force feels that it is important for students to be regularly apprised of the career opportunities which exist within the several education specialty areas.

As the State's information gathering network become more sophisticated, greater efforts must be made to share data on supply and demand with students as soon as it becomes available.

The Task Force believes that counselling services for all students must be comprehensive, continuous (entrance to exit), and well coordinated with placement and follow-up functions.

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[16] Comptroller General, Op. Cit.

11. It is the Task Force's recommendation, therefore, that each State College President submit to the Board of Trustees an annual report on the procedures for admissions, counselling, advising, placement, and follow-up evaluation of education majors. This report should include an assessment of the effectiveness of such procedures and a statement of projected plans in the education areas related to these procedures.

CURRICULAR FLEXIBILITY

In assessing the teacher supply and demand situation and alternative institutional responses to it, the following factors must be considered:

1) A number of recent studies indicate that Americans are changing careers at an increasing frequency throughout their lifetime (Toffler, for example indicates that the average American undertakes five different careers during his/her lifetime).

2) The present employment market appears to be subject to rapid and largely unpredictable change; as indicated in Chapter 2 ; the Rand study found that an overreation to oversupply has already set in and that this may lead to shortages in some areas in the 80's.

3) Placement data from the State Colleges provide evidence that teacher education graduates surveyed less than a year after graduation, are sometimes employed in professional fields unrelated to their undergraduate programs.

In a recent study, Dr. Helen Astin, Professor of Higher Education at the University of California at Los Angeles, noted that student indecision regarding major choice has combined with the fluctuations of an unpredictable labor market to create increasingly difficult demands for curricular flexibility. Dr. Astin suggested that institutions "concentrate on the development of skills that can be transferred from one field or occupation to another."[17]

The Task Force notes that the skills and attitudes conveyed by State College teacher preparation programs have served their graduates well in the past. 12. Changing condtions require, however, that education departments within the State Colleges re-examine core programs to insure that graduates continue to be equipped with the competencies demanded in the widest possible range of professional fields. The Task Force recommends that efforts be made to involve representatives of business, industry, and government in identifying such competencies.

Flexible curricular policies should be designed, where possible, to facilitate mobility within education programs. Students involved in major fields for whose graduates there appears to be a declining demand (e.g. Elementary Education) should be provided assistance in moving into areas of emerging need. Where a complete change of major program is not appropriate, students should at least have the opportunity to broaden their preparation so as to provide them with the larges number of employment options.

BUILDING ON STRENGTHS; DEVELOPING NEW ALTERNATIVES

In the past decade the State Colleges have made the transition from single purpose (i.e. teacher education) institutions into general purpose institutions, offering a strong core of liberal arts and many career-oriented programs.

13. The Task Force recommends that the State Colleges continue to develop programmatic alternatives to teacher education which:

   (a) build upon existing institutional strengths and resources, and upon additional resources where possible
   (b) meet the needs of students, and
   (c) meet the needs of the Commonwealth

Obviously, fiscal conditions in the Commonwealth mandate an approach to program development that is at once responsive and responsible. Maximum use must be made of existing strengths and resources. In some cases this will require retraining and adaptation of personnel; in all cases it will demand a careful consideration of resources existing at other institutions in the System and in other segments of higher education.

14. The Task Force also recommends that steps be taken to insure that the Program Approval process - in the State College System and at the Board of Higher Education level - facilitates institutional transition and encourages the development of programmatic alternatives to teacher education programs.

The development of programmatic alternatives should be targeted to the following groups:

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[17] Helen Astin in Jack Magarrel, "Students Shift Job Goals and Demands on Curricula," Chronicle of Higher Education, VIII, 35 (June 10, 1974), p.3.

(1) College graduates who have been unable to secure productive employment. The MTA study found that, of the 16,500 educators certified by the Department of Education in 1973, 2,753 (or 16%) are either unemployed or employed less than half-time.[18] While these figures do not indicate a surplus of the magnitude often claimed, they do point to the need for programs designed to enhance the career mobility of many college graduates.

A spendid effort has already been made by the State Colleges' Directors of Counselling in gaining access to the Division of Employment Security (DES) state-wide information system which provides daily updates on employment openings in varied fields in localities throughout the Commonwealth. 15. The Task Force recommends that the State Colleges establish working relationships with state agencies and with voluntary agencies such as Wider Opportunity for Women (WOW) to assess the retraining needs of unemployed graduates. With this assessment, the State Colleges would then seek, in cooperation with representatives of business, industry, and government, to identify these career fields in which the greatest opportunities exist. Retraining programs should be so designed as to prepare students for fields of genuine need in a minimal period of time.

(2) In-Service Teachers. The State Colleges should provide continuing assistance and professional updating to teachers in-service in the schools of the Commonwealth. This responsibility is all the more pressing in the light of the declining rate of turnover and increasing immobility among teachers.

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[18] Randall and Zollo, Op. Cit., p.13.

Although there seems to be widespread agreement as to the need for improved delivery of in-service education, the question of an appropriate funding mechanism has yet to be resolved. Dr. Gregory Anrig, Commissioner of Education, has stated that mechanisms already exist whereby the costs of in-service programs might be defrayed in part by local school systems. The Massachusetts Teachers Association has predicted that the large majority of local contracts will soon include a provision for in-service programs, and that funds will be available to support such programs. The Task Force feels, however, that - to be truly effective - in-service programs must be supported, in addition, by regular State appropriations. 16. The Task Force joins with the Task Force on Graduate Education in strongly recommending that graduate programs at the State Colleges be supported by regular State appropriations.

The Task Force urges the State Colleges to adopt a flexible approach to meeting the needs of teachers and to tailor programs and course offerings to meet these assessed needs. If we are able to effect such a redirection of effort, numerous sources of financial aid and other support may become available. The Massachusetts Department of Education (which recently approved a $100,000 package to improve the delivery of in-service education), the M.T.A., and current and future educational cooperatives may be viewed as potential sources of support which can make extension of in-service programs fiscally viable.

(3) Present and future State College undergraduates. It is imperative that the State Colleges continue to create viable

new program options for those students who - by their own choice or because of institutional limitations on enrollment - will not be entering teacher education programs. Newly developed programs should seek to provide students with a wide variety of skills and competencies, especially in the service professions where our knowledge-based society is heading. The danger of instant obsolescence for graduates of overly-specialized programs must be recognized. One potentially useful approach is that embodied in such career "cluster" programs as Human Services and Public Service, already emerging at institutions in the Massachusetts State College System. Students in these and similar programs are exposed to a number of alternative career possibilities while developing a basic core of essential skills and competencies.

Among the areas which deserve consideration for program development because they correspond both to the needs of the Commonwealth and to the needs of students are the following:

a) Career Education. Opportunities should be extended in the manifold areas of career education as suggested by the fifteen major occupational clusters: business; office occupations; communications; manufacturing; allied health; marketing and distribution; restaurant, motel and recreation; public service; marine science; construction; transportation; art and humanities; environment; personal services; and agriculture.

The field of personal or human services is one in which the coincidence between State needs and student needs is most striking. Spending for human services annually comprises more than 50% of total State expenditures. Fields such as corrections, child care, youth services, public health, mental health, and welfare are of particular interest to students who might previously have entered teacher preparation programs. These are fields toward which program development might fruitfully be directed.

b) Industry - Related Training. To a much greater extent the State Colleges must become familiar with the needs of industry in the Commonwealth. Training programs developed to meet these needs should, whenever possible, be offered at times and in locations convenient to the clientele to be served. In this way the Commonwealth's major educational tax base - that of business and industry - will be enhanced as jobs remain in Massachusetts and new firms and industries are attracted by educational programs offered in a Commonwealth which has a rich tradition of excellence in higher education.

c) Adult Education. The "Agenda for Renewal" expresses the State College System's strong commitment to serving those students who have traditionally had limited access to higher education, including working adults. Outreach efforts must be expanded on multiple fronts.

d) Newly-emerging education careers - managers of instruction, educational data processing personnel, instructional designers, learning resources specialists, CATV programmers, and other learning specialists of many kinds must be developed to meet the educational needs of today and tomorrow.

In their presentations to the Task Force, Secretary of Educational Affairs Joseph Cronin and Commissioner of Education Gregory Anrig identified the following as areas deserving continued attention by the State Colleges:

1) bi-lingual education
2) teachers to meet special needs of children
3) urban education
4) career and vocational education
5) improvement of services to the "general student" within the comprehensive hign school

17. The Task Force supports the recommendations of the Secretary and the Commissioner that the pressing needs in these areas be acted upon in accord with each institution's capabilities.

URBAN EDUCATION

Nationwide evidence confirms that most teacher education graduates apply for positions in middle-class suburban communities, rather than in large urban communities, because schools located in the latter, particularly those in inner cities, are less desirable to the graduates (Cf. Chapter 2 - Supply and Demand). Such schools serve an area that has a lower socio-economic segment of the population, the children are usually non-white, economic blight is most prevalent, and crime and violence are disproportionately higher than in other areas. This finding may have definite relevance for increasing emphasis on urban education in the Massachusetts State Colleges' teacher education programs. Careful programming should be planned, as has occurred in conjunction with the U.S. Office of Education's Urban Teacher Corps. Sensitizing and developing students interested in education to work with the unique challenges and opportunities afforded by the urban scene should be a priority program consideration in each College's education program.

18. The Task Force recommends that the professional expertise of the State Colleges be further utilized to meet the pressing educational needs of cities in the Commonwealth.

ACCOUNTABILITY

As public institutions, the State Colleges are and should be held accountable for producing the greatest possible return on the Commonwealth's investment. It is important, however, that artibrary standards of accountability not be imposed upon them by those in the governmental structure who are in need of additional information about and sensitivity to the nature and needs of teacher education. To avoid the imposition of such standards, too often conceived in haste and without full input from those deeply concerned, the State Colleges must themselves come to grips with the issue of productivity.

19. It is recommended that the State Colleges continue to develop measures of the productivity of faculty and staff. New ways must be sought to better deploy and redirect the human resources which exist at each of the State Colleges.

COLLECTIVE BARGAINING

The new legislation permitting State College personnel to bargain collectively for wages and fringe benefits will undoubtedly lead in turn to more specific qualitative and quantitative standards of performance. It will create the need for a closer analysis of the educational product being delivered to the consumer, its cost-effectiveness, and the means for insuring a high level of educational quality. Productivity standards will impose new dimensions on personnel standards. As has happened in other states, working conditions may become more definitive and restrictive. All of this will call for much fuller professional involvement in the process of setting standards more sophisticated than mere numerical formulas.

In the period of transition which the State Colleges are now entering, sufficient flexibility must be maintained so that institutions and individuals can shift gears to meet the emerging needs of students and of the Commonwealth. Whether or not provisions for staff development are included explicitly in collective bargaining agreements, the respective roles of individual faculty members and institutions in this regard must be clarified. The Board of Trustees, the respective bargaining units, the institutions and their management, and individual faculty members should all be involved in the process of determining needs for staff development and developing ways and means to meet these needs.

One step which can have an immediate beneficial impact upon professional development is the opening up of access for State College faculty to the graduate programs at the University of Massachusetts. Many faculty members, it appears, have encountered great difficulty in gaining entrance to these programs, especially in the field of Education. The Task Force recommends, therefore, that the Board of Trustees direct its staff to explore the possibility of an agreement designed to expand opportunities for the professional development of State College faculty via the graduate programs at the University.

Whether or not students participate in the collective bargaining process, the State Colleges must take note of the increased rights of students as consumers, voters, taxpayers, and citizens.

On those campuses where collective bargaining does not exist, the issues which have been raised here --- redirection, productivity, staff development and student rights --- will have to be faced in other forums and through alternative arrangements.

IMPROVED QUALITY PRODUCING RENEWAL

In this chapter the Task Force has attempted to provide some guidance to the State Colleges as they respond to the challenges of teacher education in the 1970's. It has been suggested that the present situation be viewed as a timely opportunity to further improve the quality of State College teacher preparation programs and to contribute to the renewal of public education in the Commonwealth (Cf. Appendix G, A Systematic Approach to Renewal of Public Education in Massachusetts). It has been pointed out that, even in the face of possible fiscal constraints, the State Colleges must expand services and develop programmatic alternatives for an increasingly diversified student population. And, finally, the issue of collective bargaining has been discussed.

The final recommendation in this chapter deals with the budgetary process in the State College System. The Task Force feels that our public institutions must begin to provide more visible evidence that they are indeed addressing a wide range of the Commonwealth's needs. 21. It is recommended, therefore, that the State College System move forward as quickly as possible with the implementation of program budgeting. Not only will program budgeting provide a more effective means for communicating to the executive and legislative branches the breadth of services rendered, but it will also assist the State Colleges in the process of self-evaluation, i.e., in assessing more meaningfully the cost-effectiveness of ongoing and projected programs and activities.

4. LABORATORY SCHOOLS

PRESENT STATUS OF LABORATORY SCHOOLS

There is, within the State Colleges today, a great deal of diversity of thinking as to how teachers should be prepared, what the ingredients of a strong teacher education program are, and concomitantly what pre- and in-service experiences are necessary, and where and when they should be provided.

At the present time, four of the State Colleges (Bridgewater, Fitchburg, Salem, and Westfield) see a Campus Laboratory School as an important component of their teacher education programs. One college (North Adams) is currently reassessing its need for such a facility and five (Boston, Framingham, Lowell, Massachusetts College of Art, and Worcester) do not have campus schools but have developed field-based experiences with affiliated public schools. For these latter five institutions, such field-based centers have been found to meet their needs most successfully.

OBJECTIVES OF TEACHER EDUCATION CENTERS

None of the five Campus Laboratory Schools (North Adams' is still functioning) remain as practice training schools, the "progressive abandonment" of which was recommended in the MACE Report (1971), The People's Colleges. The System's Campus Laboratory Schools have evolved from facilities for observation and student teaching to Teacher Education Centers with the following objectives:

1. Provision for child study (as recommended by MACE Reports).
2. Development of promising educational programs and processes.
3. Dissemination of successful practices and programs.
4. Pre-service and in-service education of teachers to implement successful practices and programs.

The Task Force members agree that Teacher Education Centers can appear in many forms and that the campus schools as they have evolved may serve very well as such Centers.

NEW MISSION OF TEACHER EDUCATION CENTERS IN FACILITATING RENEWAL

Madeline Hunter, Principal of the UCLA Laboratory School, stated in her Kappan article (1970), The Expanding Role of Laboratory Schools, "that Campus Schools must become centers for inquiry, an essential component of the educational design to produce new theory, to translate that theory into generalizable practice, to disseminate that knowledge and practice into the mainstream of American education, and to develop vigorous leaders."

It is obviously impossible for any single center to deal effectively with every important educational concern. What is required then is an establishing of priorities based on the strengths of each center and the teacher preparation program supporting it. Cooperation and coordination between the Teacher Education Centers will allow and eliminate overlapping and duplication of effort.

Another essential service of Teacher Education Centers is to provide a multitude of models and alternatives of instruction and curriculum. There is such diversity in these areas that it is almost impossible for teachers to implement these alternatives unless they have seen them in operation or, better yet, have had a chance to work with them.

Kenneth Howey in his article in the Journal of Teacher Education, "The Context and Potential of Teaching Centers" (1974), makes the following important statement: "If the alternatives movement is to become a truly viable thrust in education, then it must move from scattered alternatives, which are too often ill-defined and ill-equipped, to more explicit arrays of options."

New theories and practices (e.g., Individually Guided Education - IGE, Informal British Primary, Piagetian-based curriculum, Family Grouping, contractual learning patterns, Continuous Progress Education, etc.) need to be developed, tested and presented within Teacher Education Centers.

Traditionally, different forms of Laboratory Schools have been responsible for providing experiences of varying kinds for undergraduates in pre-service teacher education programs. The role of emerging Teacher Education Centers in the in-service, continuing education of teachers must be fully explored and developed. In-service, renewal and retraining programs to keep teachers aware of and proficient in the ever-increasing, ever-changing approaches to teaching and learning are vital Dr. Gregory Anrig, Commissioner of Education for the Commonwealth, has emphasized the need to redirect teacher education's focus to professionals within the classrooms. This could be done quite effectively by the involvement of the State College Teacher Education Centers.

Under the new state certification law, permanent certification will depend on completion of at least two years of successful classroom teaching, such teaching to be evaluated on performance-based criteria. During that period, it will be essential for new teachers to receive periodic support and reinforcement. What better place for this than in a strong, innovative Teacher Edcuation Center? In our existing Teacher education programs we are fortunate to have many of the components of the teaching centers which have been so successful in other regions of the United States and in Great Britain. (Cf. Spring, 1974, Journal of Teacher Education, devoted to the matter of Teacher Centers). All that needs to be done is to develop the potential of Teacher Education Centers as the hub or core schools, surrounding and supporting them with cooperating schools. Such Teacher Education Centers will allow teachers in-service to participate in and evaluate what is new and beneficial, adapting what is suitable to their needs.

Staffing of Teacher Education Centers should be flexible enough to allow for the cycling in and out of teachers from school districts in a given region of the State.

With the decline in demand for teachers and the changing directions in the public schools, there is a need for the preparation of many different types of professionals as well as paraprofessionals. The Teacher Education Centers can work not only to define these positions and roles but also to provide the training experiences necessary to prepare people for these roles, many of which are emerging and which can enhance upward career mobility.

The Task Force believes that Teacher Education Centers have important functions to perform and that existing Campus Laboratory Schools are one vehicle that could well serve these needs. In order to realize the full potential of these facilities within the Commonwealth, however, the Task Force recommends:

22) That Campus Schools be recognized as one type of Teacher Education Center.

23) That Campus Schools, as Teacher Education Centers, provide a variety of teaching experiences on the spectrum of pre-service to in-service education and, furthermore that they serve as renewal centers for the development and dissemination of personnel to implement these practices.

24) That representatives from the State College Teacher Education Centers and from other experience-based teacher preparation facilities across the Commonwealth should meet frequently and regularly to exchange ideas and to disseminate information.

25) That the diversity and constant change which occurs between and within existing Teacher Education Centers be recognized as vital to their existence.

26) That Teacher Education Centers be supported by strong professional, philosophical, and fiscal commitments.

27) That Teacher Education Centers maintain close ties and engage in cooperative efforts with a wide range of public and private educational and social agencies.

28) That the role of Teacher Education Centers be developed by the faculty and administration on each campus, based upon an assessment of student and community needs in the area served by each institution.

29) That, in order to provide clearer understanding of the functions and accomplishments of Teacher Education Centers, each State College President should provide, by February 1st of each year, the following information, evaluating the College's Teacher Education Center(s), on-and-off campus:

a. Philosophy and objectives of the Center(s).

b. Description of experimental and innovative programs being carried on.

c. Specific functions of the Center(s) in the pre-service programs of the college.

d. Specific functions of the Center(s) as an in-service resource in the geographic area served by the college.

e. Description of the pupil population (number of pupils enrolled, socioeconomic and racial backgrounds, extent to which it represents a cross-section of the population of the city or town).

f. Description of the program development being carried on and methods of disseminating the results.

g. Future plans - next five years.

5. CERTIFICATION AND ACCREDITATION

CERTIFICATION

The new certification process adopted in Chapter 847 of the Acts of 1973, which is to implemented by 1976, provides for the establishment of two levels of certification of teachers:

1. a program-based or a credit-based provisional certification;
2. a performance-based certification to identify those meritorious of permanent certification, after at least two years on the job.

The Task Force recognizes the emphasis that the new process places on performance evaluation in creating a higher level certification, rather than maintaining merely a credit-based evaluation, as an important and unique break with the past. The past failures of the solely credit-based certification in this State point up the need for an alternative to "credit counting" as a means of establishing professional worth; in this regard, the implementation of the enacted dual process is applauded. Perhaps through this approach to certification this State, profiting from the unfortunate experiences of other States, has been able to lay to rest the fallacy that more credits are directly related to a higher level of competence.

TWO RECOMMENDATIONS FOR AMENDMENTS TO CHAPTER 847

The members of this Task Force found Chapter 847 to be, on the whole, a laudable piece of legislation which goes far in the service of both the profession and the Commonwealth. However, this group feels that weaknesses exist in this legislation in at least two areas.

First, the lack of a systematic re-evaluation of teachers once they have attained permanent certification is seen as a conspicuous omission. For certification to provide a necessary stimulus to continuing professional growth, it is clear that there must be a provision for an on-going evaluation process. 30. Therefore, it is the recommendation of this Task Force that further study be given by the Advisory Commission established under Chapter 847 to amending the certification process to include periodic re-evaluation of permanent certification predicated upon continued professional growth as indicated by in-service and professional activity, among other standards.

A second strong recommendation of this Task Force reaffirms a provision of the Certification Bill endorsed by the Massachusetts State College Board of Trustees and the Commonwealth Teacher Education Consortium (COMTEC) in 1973, and submitted by Senator Alan Sisitsky. This provision would give parity on the 21-member Advisory Commission to the representatives of higher education participating actively in the pre-service and in-service education of professionsl. 31. Just as teachers themselves have seven members on this Commission, this Task Force reaffirms the recommendation that higher education have seven representatives on this Commission, instead of the present three. This is a particularly significant concern for the State Colleges which provide the pre-service and in-service education for some 70% of the professional educators in this Commonwealth. We sincerely believe that a parity of representation on such a crucial policy-making body as this Advisory Commission is, will produce very beneficial collaborative renewal efforts for the improvement of education in this Commonwealth.

ADVANTAGES OF NEW CERTIFICATION PROCESS

The advantages of the new certification process are judged by this Task Force to be numerous. Instead of relying solely on credit accummulation as a basis for increment advancement, a variety of forms of in-service programs and activities directly aimed toward meeting teachers' assessed needs will be given the recognition that they merit. Workshops, Teacher Education Center activity, in-service course work, action research, planning sessions and other professional activities will be integrated with course work directly in a college setting in receiving proportionate recognition in the evaluation process. 32. The Task Force recommends that the State Colleges continue to update their thinking and the thrust of their programs to meet this field-based need of the older, more stabilized teaching population.

THE CHALLENGE OF 847

Teacher Education departments in the Massachusetts State College System must undergo a transition of significant proportions if they are to meet the new demands that a performance-based evaluation system will create. The departments of Teacher Education in the State College System which already have the facilities, personnel and other resources which have traditionally given on-campus instruction must move dramatically in broadening their scope of services to strengthen "in-the-field" offerings. 32. The Task Force recommends that new and increased emphasis should be placed on opening up mechanisms for the in-service assignments of college faculty. Field-based undergraduate programs in appropriate disciplines and at appropriate levels, which have proved to be quite effective in many parts of the country, should be given serious consideration by each college's faculty and administration in the area of teacher education. In some cases synergy, economy and a more dynamic program can be generated by enabling pre-service and in-service to take place co-terminously in the real school setting. No indirect fringe benefit is the edge this program gives State College graduates in the ever-tightening market in such school districts. 33. To better implement the provisions of Chapter 847, it is further recommended that Teacher Education Centers already associated with some State Colleges, as already defined elsewhere in this Report, should be expanded and that their work should become an integral part of the State Colleges' Teacher Education departments, as well as of the regional and local public school systems, in coordination with the State Department of Education and its Regional Offices, and with the Educational Cooperatives. Such a network will provide for the more rapid dissemination of proven program innovations from the colleges and increased and improved feedback from the public schools. (Cf. Chapter 6. Partnerships for Teacher Education and Appendices).

RECIPROCITY

Reciprocity has taken on increased importance as teacher education graduates attempt to cope with the fluid job market of the day. The increased mobility that extensive reciprocity agreements bring is of vital important in securing employment as shortages in various specialized fields periodically develop on a nationwide basis.

The Task Force, recognizing the desirability of adequate certification reciprocity agreements for Massachusetts certificate holders in general and State College graduates in particular, sought to evaluate the adequacy of existing agreements. Enumeration of existing agreements between Massachusetts and her sister states shows this state to be lacking formal agreements with only eight states. The agreements to which this state subscribes are: the Eleven State Agreement, Interstate Compact and Codicil to the Compact, N.C.A.T.E., and N.A.S.D.T.E.C. 351 Reciprocity.

Although Massachusetts has entered into these agreements, aspects of their provisions have not been fully implementned at this time. For example, the Eleven State Agreement applies to this State only on the elementary level. Although a secondary level arrangement does exist, Massachusetts does not qualify because program approval, which has not been funded, is necessary. Even though the State Bureau of Certification, to its credit, has managed to complete four program evaluations (Boston State, Worcester State, Eastern Nazerene, and Berkell School of Music) using its own personnel and other professionals in an overload situation during this past year, much remains to be done before full reciprocity at all levels is made possible.

The Task Force highly recommends that all state issue lists of educational institutions whose programs they have accredited or approved for teacher education. These lists should indicate policies and standards which would permit participation in the Interstate Compact on Qualifications of Educational Personnel currently in effect. All efforts should be exerted to insure that Massachusetts' graduates are not excluded from the valuable benefits of this Compact. Funding for program certification which has been requested in the State Department of Education's budget for the past four years must be provided, so that Massachusetts is in compliance with the national policies and standards before the deadeline which is imminent. We endorse this as a priority item of funding in the FY76 budget.

RECOMMENDATIONS REGARDING CERTIFICATION

The Task Force recommends:

34. That Massachusetts continue to work toward full reciprocity within those agreements to which it now subscribes as well as to the Interstate Compact on Qualifications of Educational Personnel, especially in view of current job market conditions.

35. That where institutional accreditation or program approval is required for participation, the Massachusetts State Colleges continue to strive, as they have constantly done, to be in full compliance with the terms of such agreements.

36. That funds be made available to the State Department of Education's Divison of Educational Personnel in its Fiscal Year 1976 budget so that program evaluation and approval can proceed post haste.

ACCREDITATION

William K. Seldon defines accrediting as "the process whereby an organization or agency recognizes a college or university or a program of study as having met certain predetermined qualifications or standards."

Accreditation and certification although basically different (institution vs. individual) are often thought of as being the same. Accreditation is conferred or granted by professional organizations, associations or state agencies. These voluntary accrediting agencies generally fall into two categories:

(1) regional accrediting associations, evaluating general institutional programs, and

(2) professional associations concentrating on professional training programs.

In relation to the second of these categories, the accreditation of teacher education programs in various states is used as a mechanism to certify teachers. A program that has received prior accreditation approval implies automatic certification. Yet this program approval approach to state certification of teachers has inherent dangers.

We believe that approved programs should be the base for certification, but should not be the only criteria. We further believe that a nationally accepted standard for accreditation is vital to assure a high quality of education throughout the United States. Presently there are no accepted uniform standards or procedures followed by all states in the selection of institutions to be recommended for approval by their respective state boards of education or accrediting authorities. The requirements for placing educational institutions on the list of approved or accredited institutions differ from state to state. Likewise the significance of being on the list differs from state to state. Therefore, we are recommending that the current movement toward national reciprocity of certification be expedited poste haste. Although there is an over-supply of teachers at present, there are shortages in certain areas such as Special Education, Urban Education, and English as a Second Language, etc. This reciprocity would greatly enhance the mobility of and increase the employment opportunities for teacher education graduates. On the other hand receprocity runs the risk of:

(1) preserving the status quo,
(2) establishing mediocrity, and
(3) contributing to loss of regional characteristics.

In defense of reciprocity, it should be noted that in most cases it would insure higher standards. Coordinating state or regional accreditation and certification with national accreditation and certification saves time, energy, and money, avoiding unnecessary duplication. Yet although national accreditation and nationally reciprocal certification dispel state and regional rigidity, they run the risk of sacrificing flexibility.

Presently the National Council for Accreditation of Teacher (NCATE) approves programs for a period of ten years, unless an institution receives a three-year stay to "show cause" why they should be accredited or is refused accreditation. We believe that periodic re-evaluation would motivate educational institutions to keep abreast of meaningful changes and to provide more systematically for their implementation.

We also believe there should be some national minimum standards for accreditation acceptable to all states. Some states could prescribe higher standards that may be needed to meet the special programs or requirements of that state. It is interesting to note that recently both Kansas and Oregon have based their program certification on whether or not an institution's programs have been accredited by NCATE.

Studies should also be encouraged to make funds available for visitations by evaluating teams, thus working toward full reciprocity nationally. These teams should evaluate the graduates of the programs, making a careful inspection of the finished product, especially in the light of today's market. This evaluation also provides an opportunity for a state to step back and take a long look at teacher education programs, particularly in its public institutions of higher education. There should also be an organized procedure for the review of visiting team reports.

37. The Task Force recommends that, where possible, state and national accreditation visits should be coordinated.

6. PARTNERSHIPS FOR TEACHER EDUCATION

PARTNERSHIPS FOR TEACHER EDUCATION

Up to the present time the responsibility for pre-service education has largely been left to the teacher preparation institutions, while in-service programs have been left for school district personnel to develop. Unfortunately, this has caused professional preparation to be disjointed rather than continuous. It is felt that a continuum of learning, merging pre-service and in-service, can be facilitated through the development of new, creative partnerships.

The literature in professional education indicates a growing recognition of the need for a continuum perspective:

> "Education personnel development is continuing and career-long. Differentiating pre-service preparation and in-service training is functionally divisive and counter-productive to educational reform."[19]

> "The continuum of teacher education is now widely recognized and needs only the slightest administrative help to become the greatest educational development of our day."[20]

Partnerships exist when systematic arrangements among all constituencies in the educational spectrum provide for these recognized needs. The literature further supports the concept of a consortium or collaborative relationship.

> "...The issues surrounding governance have shifted from the earlier bitter and mostly fruitless controversy

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[19] Higher Education Task Force on Educational Renewal (HETFER), "Principles for Educational Reform", AACTE Alert (August, 1972),5.

[20] D.J. Johnson, "In-service Training", in The Training of Teachers: a factual survey, ed. by Stanley Hewett (London: University of London Press Ltd., 1971) p. 119.

> between liberal arts and education to a new ground centering upon defining appropriate and equitable roles for school systems, colleges or universities, communities, the organized profession, and state and national governmental agencies in teacher preparation."[21]
>
> "Consortia of universities and local school systems need to be formed to shape collaborative projects both for economy and for the use of varying scholarly and professional resources.
>
> ....It is a matter of devising new free associations to govern the performance of new functions....The new vehicle would be able to develop a program to assist universities and other educational institutions and agencies to secure the resources to achieve the significant collective strength for educational improvement which is within their reach."[22]

The basic goal in the development of these new partnerships must be seen as the promotion of changes in the attitudes and behaviors of all education personnel which result in improved learning for children. All participants must first clarify, refine, and revise expectations regarding their function and responsibility. Obviously, superior and continuous communication is a critical need. Alone - neither higher education nor public schools nor any other isolated agency can facilitate the preparation and staff development of education personnel. To be successful the partnerships must provide for: (1) equal participation in policy making and (2) differentiation of degree of participation in management and operation. Partnership is also

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[21] George E. Denemark, "Goals for Teacher Education: A Time for Decision," in Time for Decision in Teacher Education. 1973 Yearbook (Washington, D.C.: AACTE, 1973), p.1.

[22] Donald P. Cottrell, National Policy for the Improvement of the Quality of Teacher Education, A Statement by the National Assoc. of Colleges and Schools of Education in State Universities and Land Grant Colleges (Washington, D.C.: AACTE, August, 1970) p. 30.

Appropriate members of partnerships within our areas would be:

1. Public schools (local school districts, regional school districts, etc.)
2. Community colleges
3. Four-year state colleges with teacher preparation programs.
4. Central Office of the Massachusetts State College System
5. Massachusetts State Department of Education (through regional offices)
6. Professional organizations
7. Regional resource centers
8. Community agencies
9. Federal agencies.

Variety in the organizational patterns of collaborative efforts ought to be expected and encouraged. Each State College should be free to establish its unique combinations of partnerships, consortia, and centers.

RECOMMENDATIONS

The Task Force recommends that the State Colleges assume a leadership role in establishing new partnerships for teacher education. Students and in-service teachers are looking to these institutions for more services than ever before, especially in view of Chapter 766 (the law mandating provisions for the special needs of students), Chapter 847 (the new certification law), and the urgent need for better educational delivery system.

As the focal point of the new partnerships, the State Colleges can better utilize, on a year-round basis, the human and physical resources which exist on each campus. For example:

1. Library holdings and facilities are adequate to meet far more needs and be utilized more fully than at present.
2. Facilities for accommodating participants in conferences, workshops, and meetings, are available.
3. The research capability of each institution has been increased through the State College Computer Network.
4. Professional expertise can be shared between and among theoreticians and practitioners through year-round dialogue, exchange, and cooperative effort and study.

In addition to the above is the commitment to service that should be evident on each and every campus of the "people's colleges." With the development of new, creative partnerships throughout the Commonwealth, not only will there be improved pre-service and in-service education but there will be more efficient, effective, and economical service delivery to each learner throughout the State. (Cf. Appendix G - A Systematic Approach to Renewal of Public Education in Massachusetts, Chapter 2).

The Task Force believes that Recommendation #8 of the final report of the Governor's Commission on School District Organization and Collaboration (June, 1974) should be implemented expeditiously.

RECOMMENDATION #8:

The Board of Higher Education, the Board of State Colleges, and the Board of Education should join in establishing a Commonwealth School and College Center as part of or linked to an existing Massachusetts State College.

1. Define joint needs of school communities and colleges.

2. Support establishment of school-college collaboration models and projects.
3. Exchange information among schools, colleges, regional centers, and voluntary collaboratives.

APPENDICES

APPENDIX A

TASK FORCE ON TEACHER EDUCATION AND LABORATORY SCHOOLS

CALENDAR

12 February 1974	Organizational Meeting Parker House, Boston
15 February 1974	Executive Committee Meeting Framingham State College
27 February 1974	Worcester State College
14 March 1974	Worcester State College
27 March 1974	Boston State College Commissioner Gregory Anrig
9 April 1974	Boston State College Secretary Joseph M. Cronin
24 April 1974	Fitchburg State College
9 May 1974	Bridgewater State College
29 May 1974	Framingham State College
14 June 1974	Final Sub Task Force Reports Due
18 June 1974	Executive Committee Meeting Framingham State College
21 June 1974	Edited Draft Reports Mailed to Task Force Members
2 July 1974	Responses to Draft Due
9 July 1974	Executive Committee Meeting Framingham State College
25 July 1974	Re-edited Draft Mailed to Task Force
2 August 1974	Executive Committee Meeting Framingham State College
10 September 1974	Executive Committee Meeting Framingham State College
15 September 1974	Final Report Submitted to Provost

MEMBERS OF THE TASK FORCE ON TEACHER EDUCATION AND LABORATORY SCHOOLS

NAME	AFFILIATION	INSTITUTION
Ms. Elizabeth Aaronsohn	Campus School	North Adams
Mr. Richard Benton	Science Department	Maritime Academy
Dr. M. Virginia Biggy	Education Department	Lowell
Dr. Mary Bradley	Education Department	Salem
Mr. William Campanella	Student	Bridgewater
Dr. Robert Champlin	Social Science Department	Fitchburg
Dr. Arthur Chaves	Acting Academic Dean	Framingham
Ms. Cecile Christensen	Academic Affairs	Central Office
Dr. Stephen Clarke	Education Department	Salem
Dr. Joseph Comerford	Education Department	Westfield
Ms. Barbara Farias	Alumna	Fitchburg
Mr. John Gaumond	Campus School	Fitchburg
Ms. Anne Gavin	Education Department	Boston
Ms. Jill Gaynor	Academic Affairs	Central Office
Mr. Ronald Gilgallon	Student	Framingham
Mr. James Hammond	President	Fitchburg
Dr. Ray Harper	Director of the Division of Professional Education	Bridgewater
Dr. Nancy Harrington	Principal/Campus School	Salem
Ms. Marilyn Helfenbein	Education Department	Worcester
Dr. Daniel Hogan	Superintendent	Stoneham School System
Ms. Chris Howland	Student	Salem
Dr. James Kemp	Associate Academic Dean	Boston
Mr. Chester Kennedy	Alumnus	Mass. College of Art
Ms. Cynthia Kruger	Education Department	S.M.U.
Mr. Robert Lamothe	Student	Boston

TASK FORCE MEMBERS CONT'D

NAME	AFFILIATION	INSTITUTION
Dr. Glenda Lee	Student Services	Middlesex Community College
Mr. Donald Lettis	Art Education Department	Mass. College of Art
Dr. Helen Mara	Education Department	Salem
Dr. Loretta McHugh	Education Department	Westfield
Ms. Ann McNicholas	Student	Fitchburg
Mr. Roy Milbury	Academic Affairs	Central Office
Ms. D. Morrill	Student	Lowell
Dr. Mary L. O'Connor	Education Department	Framingham
Mr. W. Philbrick	Education Department	S.M.U.
Dr. Wayne Phillips	Education Department	Bridgewater
Ms. Patricia Prendergast	Education Department	North Adams
Dr. Lawrence Quigley	Executive Vice President	Fitchburg
Mr. L. Roberge	Student	Worcester
Dr. Helen Shaughnessy	Associate Academic Dean	Worcester
Ms. Virginia Skoczlas	Alumna	Mass. College of Art
Dr. Raymond Sullivan	Dir. of Professional Experiences	North Adams
Ms. Eugenia Watson	Campus School	Bridgewater
Mr. Timothy Wells	Student	North Adams
Dr. George Weygand	Physics Department	Bridgewater
Dr. Manuel Zax	Education Department	Worcester
Dr. William Zimmerman	Superintendent	Wayland School System

AN INSTRUMENT TO EVALUATE THE CLIMATE IN EDUCATION DEPARTMENTS IN THE STATE COLLEGES

ASSUMPTIONS UNDERLYING THE DEVELOPMENT OF INSTRUMENTS TO EVALUATE CLIMATE IN EDUCATION DEPARTMENTS IN THE STATE COLLEGES

Demands of Society to Change - There is a continuum for learning: The learning process should have commonalities which link the various stages of learning together from pre-school to upper levels in education. Various sources should have input into the planning, implementation, and evaluation of educational systems in order that they be viable.

The traditional role of authority in the decision-making process does not allow the kind of input which assures that a variety of needs are being met.

The curriculum which develops as a result of the multidimensional nature of the human needs will exemplify this.

Such a curriculum should also reflect, by its multidisciplinary nature, the adoption of and relationship to various subject matter areas.

JUSTIFICATION FOR EVALUATION FORMAT

Generally speaking, education departments have not been aware of nor have they demonstrated the need to implement the above five suppositions, though they have been affirmed as directives for education by the Commissioner of Education, Dr. Gregory Anrig; the Secretary of Education, Dr. Joseph Cronin; and the Board of Trustees of State Colleges It seems necessary, therefore, that this format for assessment evaluate where the education departments stand regarding the adoption and implementation of the five suppositions. Because education departments are at varying stages of awareness regarding the interpretation of the suppositions, and because some of those who are attempting to implement them find there are practical and psychical blocks impinging upon them, the evaluation format should be divided into subcategories:

perceptions of the suppositions

degree to which the department is accomodating to the suppositions

rejections by the department based upon their perception as to where they are on this continuum.

EVALUATION FORMAT

The evaluation instruments would take various forms. The attempt will be to evaluate performance variables, psychical variables, as well as process variables. The format f evaluating the variable should be in keeping with the nature of the variables. (Instruments suggested: adjective q sort, questionnaire, climate diagnosis, rating scale.)

POPULATION

Since the climate in the education departments reflects upon the entire college, the population being assessed should reflect the entire population of the school. However, one or some of the instruments should be given to every education department faculty member. All the instruments should be taken anonymously. However, designation should be made by the department.

PROCEDURE

Selection should be random for the college wide population, which should include students, faculty, and administration. Instruments administered to the education departments should be taken by faculty, administration and a selection of students majoring or minoring in education. All systems involved in the evaluation should take the evaluation format on the same day and at the same time in a place so designated. Such personnel should be relieved of responsibilities associated with their jobs by the Board of Trustees. Wherever possible, the instruments should be adapted for computer scoring.

RATING SCALE

Programs-Rate education departments as to A) involvement in; B) intention to develop.

1. BLOCK TEACHING - (Blocks of time designated for particular purposes - Goals of program determine how block time evolved.)

A. Involvement in:

Very Much ...Moderate....Hardly at all....Not at all....

B) Intention to develop:

Very Much....Moderate....Hardly at all....Not at all....

2. TEACHING CENTER - (School other than college used as resource...participatory environment...relationship between college and school...various sources in environment meet in such humanistic element.)

A) Involvement in:

Very Much....Moderate....Hardly at all....Not at all....

B) Intention to develop:

Very Much....Moderate....Hardly at all....Not at all....

3. MODULAR PLANNING - (Courses designated in irregular blocks to facilitate particular experiences. Attempt to tie together aspects of the curriculum so as to accomodate to practicum experiences.)

A) Involvement in:

Very Much....Moderate....Hardly at all....Not at all....

B) Intention to develop:

Very Much....Moderate....Hardly at all....Not at all....

4. PERFORMANCE-BASED CURRICULUM - (Goals determined previous to introduction. Options part of goal structure. Goals met behaviorally in a variety of ways.)

A) Involvement in:

Very Much....Moderate....Hardly at all....Not at all....

B) Intention to develop:

Very Much....Moderate....Hardly at all....Not at all....

5. PRACTICUM CENTERED PROGRAMS - (Courses derived relative to in-the-field experiences. Experiences impetus for planning curriculum. Nature of experience influences student choice as to development of his/her own curriculum.)

A) Involvement in:

Very Much....Moderate....Hardly at all....Not at all....

B) Intention to develop:

Very Much....Moderate....Hardly at all....Not at all....

6. PERSONNEL - COORDINATION - (System of coordinating relationship between college and public and pre-school, elementary, secondary schools. Shared responsibility for development supervision and evaluating programs, other than in student teaching).

A) Involvement in:

Very Much...Moderate...Hardly at all...Not at all...

B) Intention to develop:

Very Much...Moderate...Hardly at all...Not at all...

7. TEAM TEACHING - (Association of teachers, other personnel to share presentation of subject matter areas based upon demands of the curriculum. Nature of curriculum determine function of members of teams and how teams relate to one another. Joint planning, and joint meeting of teams at intervals for planning purposes).

A) Involvement in:

Very Much.....Moderate.....Hardly at all.....Not at all.....

B) Intention to develop:

Very Much.....Moderate.....Hardly at all.....Not al all.....

8. INTERDISCIPLINARY PLANNING GROUP - (Education department members in conjunction with related departments jointly planning programs in which education majors and minors are involved. Departments other than education sharing jointly in the initiation and responsibility for carrying out new programs, major and minor).

A) Involvement in:

Very Much.....Moderate.....Hardly at all.....Not at all.....

B) Intention to develop:

Very Much.....Moderate.....Hardly at all.....Not at all.....

QUESTIONNAIRE

1. What trends do you see emerging in education in general?

    a) Which ones do you think have a direct relationship to your college? Why?

    b) What is your college doing to implement these changes?

    c) What sources have had an input in these changes? Identify by source, title (administration, faculty).

2. Who has taken the major portion of responsibility in the decision-making process at your college? In your department?

    a) What vehicles have been set up by the college to enhance the decision-making process? In your department?

        1. Who was responsible for creating this vehicle? (state title).

        2. How was this vehicle created?

    b) In your opinion, is this vehicle operative?

        1. Is it, for the most part successful? If not, why not?

    c) If you do not believe such a vehicle exists, state here...

3. Is your department now involved in redistributing authority?

    a) What part have you had in such changes?

    b) What part have others had in such changes?

    c) Who have had the dominant roles in such changes?

    d) What prospects exist for success relative to such changes?

4. Whom do you identify as the main agents for change within the college (identify by title, faculty, administration, students)?

   a) What have they done to warrant your choice?

   b) Have their actions had a positive effect on the college?

   c) Have their actions had a positive effect upon your department?

   d) Have their actions had a positive effect upon you?

   e) Have their actions had a negative effect upon:

      the college.....

      your department.....

      you.....

   f) You cannot identify any such persons in your college.

5. What do you perceive as elements antithetical to change?

   a) Within the confines of the college?

   b) Within the confines of the departments?

   c) Within the confines of your department?

   d) There are none.....

6. If you were to build a model to encourage change in your college, what would it look like?

   example:

a) Identify the elements in the model which you drew which have the greatest likelihood of becoming a reality. Why?

7. In what ways is your college making sure that there is a relationship between the education the student has received at the secondary level, and the education he/she is receiving presently?

   a) If they are not, why not?

8. In what ways is your department making sure that there is a relationship between the education the students have received at the secondary level, and the education he/she is presently receiving?

   a) If not, why not?

9. Does the curriculum in your college reflect the input from different sources in the community? How?

   a) If it does not, why not?

10. Does the curriculum in your department reflect the input from the community? How?

    a) If it does not, why not?

11. Which areas of curriculum development in the college demonstrate components which were the result of particular sources in the community?

    a) Which areas of curriculum development in your department demonstrate components which were the result of particular resources in the community?

12. Which department of the college do you think is most involved in curriculum innovation? Why?

    a) If the answer is none, state here.....

13. Relative to those curriculum areas where the department is sharing responsibility with a community resource where does the major basis of control lie?

14. Are there any departments within the college which are sharing responsibility for developing and administering innovative programs?

    a) Identify those departments, and describe the development and administration of previous, ongoing, or future programs.

15. If you could re-structure a curriculum for the college, what steps would you take?

    example:

    a) What would the curriculum look like?

    b) Do you think your model could become a reality? If not, why not?

    c) What aspects of your curriculum do you think would have the best chance for success? Why?

    d) What aspects of your curriculum do you think would have the least prospects for survival? Why?

16. What stake does your college hold in the light of "reform and renewal" as mandated by the Board of Trustees of the State College System?

17. What do you see as your part in this Plan?

A SURVEY OF SOME INNOVATIVE TEACHER EDUCATION PROGRAMS

A Survey of Innovative Teacher Education Programs

Feature	College or University
A modularized program having self-instuuctional units called WILKITS (Weber Individualized Learning Kits). The program does not require conventional semester or quarter schedules nor credit hour accumulation.	Weber State College Ogden, Utah
A program in which learning experiences are designed to achieve performance objectives and a proficiency-assessment is used to verify the achievement of the objectives.	Weber State College Ogden, Utah
A program in which students select the teaching competencies they are to acquire and there is no predetermined criterion of performance success.	SU~~N~~NY College at Cortland Project Change Cortland, New York
A program in which students direct their own learning by choosing from a wide range of knowledge and behavioral competencies.	SU~~N~~NY College at Cortland Project Change Cortland, New York
A program having courses which are practicum-centered.	SU~~N~~NY College at Cortland Project Change Cortland, New York
A program organized into, and using, teams of teachers.	SU~~N~~NY College at Cortland Project Change Cortland, New York
A program which is generative. Students in the courses frequently develop tangible educational products, such as new teaching materials or a slide presentation.	SU~~N~~NY College at Cortland Project Change Cortland, New York
A program in which student spend considerable time in public schools prior to student teaching to practice teaching skills learned through the program.	Weber State College Ogden, Utah
A program which uses a variety of scurces of information for learning experiences including reading, audio and video tapes, films, stimulation, public school experience and seminars.	Weber State College Ogden, Utah
A program in which students schedule learning activities and faculty conferences according to a schedule of availabiltiy (rather than attending classes on a schedule)	Weber State College Ogden, Utah and University of Florida New Elementary Program Gainesville, Florida

Feature	College or University
A program in which students do not meet in a group or in a class as such; learning experiences are individualized and self-paced.	Weber State College Ogden, Utah
A program which uses a credit or non-credit system in place of conventional letter marks.	Weber State College Ogden, Utah
A program which used pass and fail (with fail being the same as incomplete) in place of conventional letter marks	University of Florida New Elementary Program Gainesville, Florida
A program in which faculty roles are different. Faculty are concerned with test construction, revision of WILKITS, and the personal and educational counseling of students	Weber State College Ogden, Utah
A program which is humanistic and field-based.	University of Florida New Elementary Program Gainesville, Florida
A program in which students meet weekly in a multi-leveled (juniors and seniors) seminar which their campus advisor to discuss their perceptions and progress in helping children to learn.	University of Florida New Elementary Program Gainesville, Florida
A program which uses a substantive panel of faculty members who normally would teach foundations, methods, and curriculum courses and who provide students with a list of learning activities which the students are to complete (some with children, some without) and discuss when completed with one or more panel members. The professor serves more as a helper, consultant, and counselor than as a lecturer.	University of Florida New Elementary Program Gainesville, Florida

Feature	College or University
A program which has students helping public school pupils to learn in school or other settings throughout the junior and senior years and with weekly seminars for clarifying perceptions and for receiving assistance from professors and students in the program.	Northeastern Illinois University Urban Communities Teacher Education Program Chicago, Illinois
A program which offers pass-fail credit for helping pupils in schools or similar settings. Students may opt for these experiences as early as the second semester of their freshman year for the purpose of helping to make informed career decisions, or as late as the final semester of their senior year for the purpose of gaining additional experiences with children and ways of helping them to learn.	Northeastern Illinois University Urban Communities Teacher Education Program Chicago, Illinois
A program which saturates a building with university-related persons for the purposes of having an impact on the quality of the school's instructional program and for providing a laboratory for pre-service and in-service teacher education.	Temple University Portal School Program Philadelphia, Pennsylvania
A program which provides senior students with a year-long internship.	Michigan State University Elementary Intern Program East Lansing, Michigan
A program which provides students with a field-based program and the cooperating school with additional supporting personnel. A coordinator employed jointly by the cooperating school district and the university is a feature of this program.	University of Pittsburgh Department of Elementary Education Pittsburgh, Pennsylvania

Feature	College or University
A program which cuts registration costs substantially by allowing students to attend any classes for the first two weeks of a term before making final selections and enrolling.	Rice University Houston, Texa[illegible]
A program which permits the students to cancel the instructor at any time during the first three weeks of a session.	National College of Education Graduate Program Chicago, Illinois
A program in which professors model the teaching behaviors they are suggesting their students practice when they become teachers.	University of Cincinnati Cincinnati, Ohio

Many other features could be identified from programs at other colleges and universities. Any review of programs is likely to reveal the following trends among others:

1. Greater stress on individualization and flexibility in the form of self-pacing, self-evaluation, and added self-responsibility.
2. More emphasis on performance criteria with students either meeting pre-determined standards or selecting standards.
3. Earlier and more frequent experience with children and youth, and often with more varied experiences than in student teaching programs.
4. More professorial involvement in schools and less involvement in college classrooms.
5. Less emphasis on letter marking and more on credit non-credit.

University of New Mexico - Alberquerque: APSCOE project (Alber. Public School, College of Education)- To improve teacher training by involving outstanding trainers as deeply and as realistically as possible, in curriculum construction and in the study and use of effective instructional strategies. Interns are assigned to grade level teams. Teams consist of three or four interns and two cooperating teachers. The first semester is preparatory and the progress of studies includes a seven credit block, emphasizing human growth and development, methods of teaching and curriculum construction. During this initial semester, teams work together planning the following semesters' instruction. This semester is then full time for interns. All of the students who are enrolled in this special training program receive a student teaching scholarship.

Wisconsin State University at Stevens Point: Center for study of teaching with focus on the individual teacher candidate. Designed to facilitate self-examination and development throughout all phases of professional semester. Counseling process is the core of the program. Center is in a public school where teacher candidates come for course work, weekly seminars, conferences and counseling. Student-teachers are assigned to participating schools for observation and teaching activities. Team teaching is used (exclusively).

University of Maryland- D.A.W.: Fourteen Teacher Education Centers, each with a full time coordinator, jointly serviced and employed by a public school system and the University of Maryland. There is an effective lab program for students assigned to the center and coordinate in-service work for cooperative teachers who supervise these students. University supervisors serve as curriculum and teacher-ed consultants to center the staff. They work most directly with cooperating teachers then with individual student-teachers. Thus, school personnel assume increased responsibility for pre-service programs and in return the University assumes increased responsibility for in-service work. No additional funds used to establish these centers, customary honorarum, paid to cooperating-teachers has been diverted to staff development.

PROPOSAL SUBMITTED TO THE GOVERNOR'S TASK FORCE ON SCHOOL DISTRICT ORGANIZATION AND COLLABORATION

Submitted by: Dr. Richard J. Lavin
Executive Director
Merrimack Education Center
Chelmsford, Mass.

"The dangers of social fragmentation cannot be met by maintaining a highly homogeneous education system while the rest of society races toward heterogeneity".

Concept

The establishment of a Commonwealth Learning Center Collaborative.

Recommendation

It is recommended that a Commonwealth Learning Center Collaborative be established as a part of, or linked to an existing Massachusetts state college.

Purposes

1. To support the concurrent development of both SDE Regional Centers and voluntary collaboratives through a sharing of resources and improved needs determination process (pre-service - in-service).
2. To provide an on-going flow of information and documentation regarding the utility of various learning alternatives which are relevant to educational institutions at the primary and secondary level (research and information).
3. To establish pilot models of college community collaboration with emphasis on the problems of the cities (Fall River, Fitchburg, Lowell, etc.) and the surrounding communities (pilot collaboratives).
4. To provide documentation regarding the utility of learning alternatives which might lend themselves to adoption throughout the state colleges and local school systems (successful practices):
5. To assess state college needs for improved utilization of resources and for identification of needed research (needs assessment).

Rationale

The Massachusetts State College System's study entitled "Agenda for Renewal" and the ADL Study for the Governor's Commission each point out the need for mobilizing, deploying and effectively utilizing an all too limited set or resources across Massachusetts.

It is proposed in this concept paper that corresponding efforts be initiated at the college and community level to build bridges between the institutional resources of public higher education and the public at large. This will be accomplished through collaborative centers. At the same time there is the necessity to link with on-going successful practices and diffuse efforts into areas of the State not presently being provided this assistance. As higher education pursues needed developments in the field, through research and practice, benefits will be forthcoming to the state colleges in a number of ways:

- Research and development will have greater impact if it focuses on problems in the field.
- They solve the problem of "getting into the school" to do research.
- Variable test sites are provided for highly developed programs.
- They offer constant user feedback for research and development.

The primary function of the state college is to provide quality education. To the extent a Center generates new linkages with the field for both students and faculty, the college's interest in such programs is served.

One of the program areas of such a center would be to examine learning alternatives through implementation. Such a concept presently exists in Massachusetts through a program entitled "Individually Guided Education".

The Sears Roebuck Foundation in cooperation with the University of Wisconsin has funded in Massachusetts a statewide coordinating council for the implementation of teacher education at the pre-service and in-service levels. Organizations represented in the council include state colleges, State Department of Education, collaboratives, and local education agencies.

A major purpose of the Council is to promote collaboration among persons actively involved in teacher education and those involved in changing schools. A second purpose is to bring together outstanding teacher educators from all levels of the educational system. This program could become part of the proposed Center.

Functions of the Center

The functions of the Center* will be four: Awareness, Developmental Assistance, Inservice Education and Assistance in Program Installation. Briefly these functions are described as follows:

1. Awareness - The Learning Center Collaborative will conduct awareness conferences to demonstrate successful practices which are consistent with local and state-wide needs.
2. Developmental Assistance - The purpose of the developmental assistance function is to provide more detailed information on the successful practice.
3. Inservice Education - Following the awareness and developmental assistance functions, educators are invited to submit proposals for inservice education programs which will then be offered to local school systems.
4. Assistance in Program Installation - The installation of successful practices in the classroom or building level requires a step beyond that of inservice education. Local school systems are urged to seek the assistance of co-ordinators and consultants for on-going implementation and evaluation.

Focus of Program

1. Programs that pertain to inter-college needs,
2. Programs that pertain to the elementary and secondary school systems of the communities,
3. Programs that pertain to linkages between institutions from the college and the school systems,
4. Programs that pertain to public and private collaboratives of schools.

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* Functions are derived from Teacher Center Concepts being advanced through the United States Office of Education.

Staffing

Staffing would be skeletal in size and operate on a temporary system concept. A director, assistant, 2 research associates, and interns would make up the staff. Changes in size will occur through project funding but will expand and contract through the utilization of consultants and part-time staff. Many study teams will be formed from shared college staffing.

Initial Steps

As in any new concept there is and will be an evolutionary development of what the Center will ultimately become. Much of what can happen will begin through modeling from the existing successful practices of dynamic institutions.

Initially, it is proposed that a joint committee of the State College Board and the Governor's Commission provide planning funds to develop an operational plan for a first year. Among the program priorities will be an examination of the governance question. A statewide Council representing such agencies as state colleges, State Department of Education, local education agencies, collaboratives and the like will be formed.

A project of 3 years duration following a first year of planning will ultimately determine the success of the concept and whether the Commonwealth Learning Center Collaborative is a viable alternative for Massachusetts education.

It would appear at this time that there is a clear need for such a Center in education.

Dr. Richard J. Lavin
Executive Director
Merrimack Education Center
Chelmsford, MA

COOPERATIVE RELATIONSHIP BETWEEN THE MERRIMACK EDUCATION CENTER AND FITCHBURG STATE COLLEGE

Cooperative Relationship Between the Merrimack Education Center and Fitchburg State College

In 1971 Fitchburg State College was requested by the Merrimack Education Center to join with this Center servicing school districts in the Merrimack Valley in the in-service programs which would be offered for personnel from these districts and for which graduate credit could be available. About this same time the Merrimack Education Center, in seeking to service its own League of IGE (Individually Guided Education) schools, invited certain administrators of Fitchburg State College to participate in planning seminars for the introduction of this process to the new League of elementary schools.

Out of these requests has developed an actual process of collaboration between the Merrimack Education Center (MEC), Fitchburg State College and its McKay Campus School. Along with the linking of school systems in a college-supported IGE League together with the MEC network, administrators at the College collaborate with the Executive Director and staff of MEC in reviewing ongoing programs, in planning upcoming programs, in exploring and sharing resources and in arranging conferences, workshops, clinicals and seminars.

The Merrimack Education Center serves in the role of a contact, a communications center, a bridge, and a linker, broker or agent between the College and the school districts which are members of MEC, as well as other groups to whom the College might provide professional services.

The College provides graduate credit for in-service courses designed to meet the needs of MEC constituents. The fourth annual needs assessment of the 6,000 teachers and administrators serving 100,000 students in 22 school districts in the Merrimack Valley has just been completed. As had occurred during the past three years, these responses are then analyzed by computer and the preferences and needs requested for in-service programs in the field are generated. In the past two-and-a-half years 1200 teachers from the Merrimack Valley have taken in the field 60 in-service courses that have been offered in Fitchburg State's graduate program as a direct result of the needs assessment made by MEC. In addition to the needs being met in the field rather than teachers always having to travel to the institution of higher education, this process has also generated other flexibilities in Fitchburg State's graduate program. Whether workshops, courses or institutes, the time frames have been tailored to meet the needs of educators in the field. All-day sessions, three-day sessions, evening seminars, Saturday institutes or semester-long courses have been developed. Modules allowing for one credit, one-and-a-half credits or three credits have also given greater flexibility to this program.

Selected Fitchburg State faculty who have expertise in areas of expressed need teach some of these in-service courses. The McKay Campus School is a member of MEC's IGE League of 13 elementary schools and the College directs the Central Massachusetts IGE League, consisting of nine elementary schools in the central part of the State, which is an offshoot of MEC, and a direct linkage in the MEC network. In addition, the College is working collaboratively with MEC in articulating the IGE Middle School system by the clinical sessions for teachers and administrators held at its Teacher Center and by the development of the IGE Middle School plan at its McKay Campus School.

The College and MEC are further linked together through the joint appointment of personnel coordinating the efforts of both agencies. Fitchburg State and MEC have also developed and submitted grants jointly. Staff members of MEC teach appropriate courses in the collaborative in-service program. Personnel with special expertise who teach in the school districts served by MEC also teach in these in-service programs.

Both institutions have certain resources such as the ERIC microfiche and some hardware which can be used jointly. The College uses the computer capability that MEC has, and trains its staff in the fuller development of microfiche capability by working with MEC. Thus a pooling of both personnel and resources occurs between the agencies.

Students in Fitchburg State's pre-service programs in early childhood, elementary education and special education experience their practicum, including student teaching, in a number of IGE schools in the MEC League, as well as in the Central Massachusetts League. Thus deliberate direction is being given to establishing a blending of pre-service and in-service teaching education occurring in a realistic setting in the field. This closer relationship of the College and the local school systems facilitated by MEC has resulted in Fitchburg State's moving more of its undergraduate and graduate courses into the field, thus giving a more valid and more valuable experience to its students.

This experience of the College staff moving into the community, as has occurred with the Special Education Fusion program, has resulted in the programs being developed in a live setting, with a greater flexibility in the location of the course offerings, the times when they are offered, and the modules of credit which are granted. In the Merrimack Valley, for example, a one-and-one-half credit module was held for three successive days last fall for superintendents and building principals re: Implementation of Chapter 766. 40 administrators left the three-day session with their skills and learning packages developed at and presented by personnel from the University of Texas at Austin and ready to be put into action at the building level. This is being followed up on by the eight-session one-and-one-half "mod" for classroom teachers this spring so that implementation is occurring on the building and classroom levels.

In summary, the relationship between the Merrimack Education Center and Fitchburg State College during the past three years has been marked by closer communication and linkages, better addressing of needs, more stress on accountability and greater specification of educational objectives. Thus stronger partnerships have developed between the College and the school districts through the Center, facilitating renewal of education in this central region of the Commonwealth.

A SYSTEMATIC APPROACH TO RENEWAL OF PUBLIC EDUCATION IN MASSACHUSETTS

Submitted by: Dr. Lawrence Quigley
Executive Vice President
Fitchburg State College
May, 1974

A SYSTEMATIC APPROACH TO RENEWAL OF PUBLIC EDUCATION IN MASSACHUSETTS

Lawrence Quigley
Fitchburg State College
Fitchburg, Massachusetts
1974

A SYSTEMATIC APPROACH TO RENEWAL OF PUBLIC EDUCATION IN MASSACHUSETTS

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TEACHER CENTERS . . Madison Judson

I. "THE PROPER STUDY OF CHILDREN . . ."

CENTERS TO RENEW THE QUALITY OF EDUCATION

At the dedication of the Massachusetts state normal school at Bridgewater in 1846, Horace Mann described normal schools as "a new instrumentality in the advancement of the race," and doubted that American democracy could "long exist to any beneficial and salutary purpose without schools for the training of teachers." He further expressed concern about what would happen "if the character and qualifications of teachers be allowed to degenerate". The Massachusetts normal school model soon became the one that was imitated across the country.

Now, one and a quarter centuries later. Massachusetts must again provide models worthy of national imitation--centers of advanced education where there is intensive and extensive research into the theories and practices of learning and the development and dissemination of curriculum materials, and programs and processes which best promote effective learning. In addition, these centers can be realistic training environments for future and present teachers, in which theory and practice can be melded in seminal teaching/learning milieus. Such Teacher Centers can become the arena for continuing self-examination and self-renewal in terms of excellence in education for the universe of learners.

LEARNING

Since learning is such a complex, internalized process, and because the learning process is elusive, it defies attempts to define it. Learning will continually change as conditions for the upbringing of children in their environments change. The child is to a great degree the product of his environment. As his environment changes, the child changes. Every child is different even among siblings. Because of this, the problem of reaching and teaching the child is a constantly changing and dynamic one. Consequently new applications of theories of learning must be developed, tested and refined for dissemination. Thus, it becomes evident, to paraphrase Alexander Pope, that "The proper study of children is the child", the progressively changing child.

DISSEMINATION - THE MISSING LINK

For generations there has been a serious time lag in the widespread adoption of proven ideas in education, often asserted to be up to 50 years, according to Dr. Francis Ianni, formerly of the U.S. Office of Education. This gives one explanation for the constant criticism that many existing educational practices are not based on current learning theory. Thus, more effective ways must be determined for educational practices and teacher education. The time must be shortened, the excessive lag eliminated. The input from the teacher education institutions to the public schools must be accelerated, implemented and facilitated. The feedback from the schools to the colleges must be more conscientiously sought after and utilized. The dialogue must be constant and focused on identified problems and alternative solutions.

Dissemination is the missing link currently in this system. A systematic plan of spreading forward-looking ideas and practices is practically non-existent in this State. Too many good plans and projects die a-borning or exist in isolation. While we are not advocating uniformity, still there is a need for generation of promising ideas, for a delivery system to the consumers and for a systematic approach to renewal. Diversity in learning approaches is to be applauded and, indeed, nurtured, but some systematization and sharing is mandatory, given the shrinking resources pool.

A SUSTAINED PROGRAM OF RENEWAL

What is needed is a loop system by which ideas which have been tested and generated are transmitted to the school systems in order that a sustained program of renewal is promoted. By this input and feedback loop an analysis can be made of the effectiveness of practice. Through the continuous flow from and back to one of the generating stations, which is the Teacher Center at an institution of higher education, direction is provided for further shared research, development and dissemination.

The overall process is complex. It requires genuine research, thorough analysis and needs assessment followed by later evaluation on a cost-effective basis, wherever possible. Some revisions of the experiments are going to require extended periods of time for development, testing and revision. It is going to take thousands of children proceeding through the whole cycle before the effect of a process comprising multiple option programs can be determined. Sporadic and uncoordinated research currently utilized to evaluate the impact of many programs is all too often inconclusive, wasteful and of poor quality. Some educators have been confounding the integral process of research and development by their lack of continuity in the evaluation of programs in terms of the impact on the individual going through the learning process, thus reaching conclusions unscientifically. Worse yet, they have often not been utilizing a comprehensive test population to obtain valid results and have even been testing limited outcomes.

As society is changing, there are changing social needs. Education must lead the way in promoting change as well as responding to it. New advances in technology must also be utilized in coping with the knowledge explosion and its applications. Education today has the challenge of solving newer problems that are developing as well as meeting the perennial problems that plague our society. Education must provide the learner with the attitudes, feelings, values and knowledge necessary for the resolution of personal-social problems, and those entailed in world hunger, social unrest and crime which are continually increasing. Thus, a renewal system is essential and inescapable if we are going to keep abreast of the needs of today and of tomorrow, becoming aware both of the problems of our time and those we are transmitting to and/or creating for succeeding generations.

INTERRELATIONSHIPS

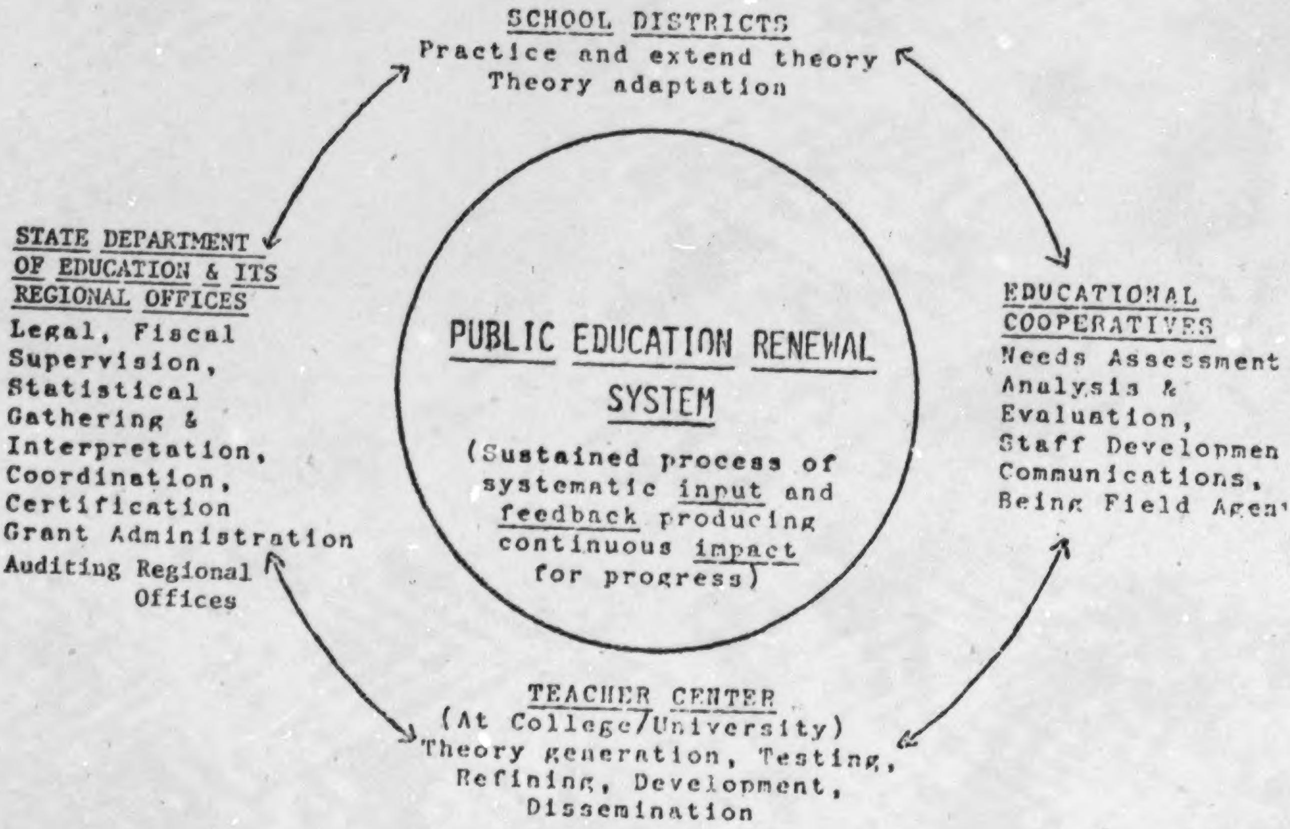
To accomplish these complex goals, there must be an interrelationship established between the local school systems, the State Department of Education, the Regional U.S. Office of Education, educational cooperatives, teacher education institutions and other ancillary social agencies - a critical mass of contributing services! To bring about an effective linkage with the State Education Department and the local school districts, a State College is in a unique position to be a catalyst. Two State agencies are thus more effectively able to join forces with the local district and regional groupings of districts and help coordinate projects and assure more effective planning, continuity and long-term development. This linkage means participation, collaboration and cooperation among the varied segments just referred to. A practicum which blends pre-service through in-service education becomes viable in the central institution which is the Teacher Center. The practicum may also utilize satellite agencies for the development of specific competencies in which these agencies possess expertise. In this way, a taxonomy of function for interfacing agencies is enunciated. This results in maximum utilization of available resources in terms of efficient and effective teacher education based on the attainment of competencies demonstrated by performance.

II. PUBLIC EDUCATION RENEWAL SYSTEM

A SYSTEMATIC APPROACH

The contemporary scene calls for a sustained process of systematic input analysis, projected alternative solutions and feedback producing continuous impact for progress. This may be illustrated by the following diagram of the relationships that currently exist among the Teacher Center at Fitchburg State College and the three other essential components which comprise this loop system. Implicit in this suggested model are also the pertinent agencies providing health and social services that impinge on teacher education.

PARTNERSHIP RENEWING PUBLIC EDUCATION FROM PRE-SERVICE THROUGH IN-SERVICE


SCHOOL DISTRICTS
Practice and extend theory
Theory adaptation
STATE DEPARTMENT OF EDUCATION & ITS REGIONAL OFFICES
Legal, Fiscal
Supervision,
Statistical
Gathering &
Interpretation,
Coordination,
Certification
Grant Administration
Auditing Regional Offices
PUBLIC EDUCATION RENEWAL SYSTEM
(Sustained process of systematic input and feedback producing continuous impact for progress)
EDUCATIONAL COOPERATIVES
Needs Assessment
Analysis &
Evaluation,
Staff Developmen
Communications,
Being Field Agen'
TEACHER CENTER
(At College/University)
Theory generation, Testing,
Refining, Development,
Dissemination

SCHOOL DISTRICTS

The first component in the Public Education Renewal System (depicted on the previous page) is the School Districts. They practice and extend educational theory and, hopefully, try to develop new theory. They must provide an articulated, comprehensive and flexible program meeting the needs of students in their respective districts. It is here that teachers for the real world must adapt theory to real situations. It is here that educational practice must be continually renewed and updated. It is in the schools that diagnosis and prescription must become the order of the day so that the individual needs of youngsters are being met systematically. Parents, the Massachusetts Teachers Association, taxpayers, school committees, administrators, students, community agencies, public officials and other interested parties must be involved at the school district, regional and/or State levels in contributing to this renewal of public education.

EDUCATIONAL COOPERATIVES

Essential to the dissemination and continuous development of any research being done in the laboratory of the college is the Educational Cooperative. It is graphically presented on the previous page as the bridge or linking agency between the School Districts and the College. Some State Colleges have developed this collaborative relationship with Educational Cooperatives in the region they serve - clusters of school districts which have banded together to improve the delivery of educational services. These Educational Cooperatives comprise the next component in this loop system at the three o'clock position in the diagram. The Cooperative's main functions are needs assessment, staff development, computer searches, networking with national movements, linkages with school districts, and evaluation of products and processes. Communication to its clients of information about theory and practice is also a key function of the cooperative in its dissemination process. It actually prepares the soil for the field agents, by assessing the needs of its clients. Such a Cooperative is indeed an Educational Research Services Center. It is a cooperative and collaborative of school systems banded together to assess, analyze and evaluate theory and practice and to pool their resources in promoting efficient and effective school operation. It is a center of communication and dissemination, performing services as an educational broker, facilitating the spread of successful practices.

THE COLLEGE

Shown at the six o'clock position on the preceding diagram is the Teacher Center at the College or University. The Teacher Center is the laboratory setting at the College where theories are generated, tested and refined. It is the Research and Development Center, the Renewal Center, such as may exist on a limited number of campuses in the State at present. It is at the college or university that learning systems, for example, such as the Idea-Kettering-supported IGE (Individually Guided Education) process can be developed, but not in vacuo since input will be encouraged from all other partners in the proposed model. Also, such a learning system is complemented by the programs from the University of Wisconsin's Research and Development Center for Cognitive Learning. While undertaking research of different types this Teacher Center also has as a major focus development and adaptation of programs which have already been proven experimentally. Through pre-service and in-service education---in essence a continuum of professional experiences---the Center becomes the vehicle for the dissemination of well-developed programs and of personnel to implement them.

STATE DEPARTMENT OF EDUCATION

The fourth component, the State Department of Education is charged with legal and fiscal supervision of public education. As the preceding diagram indicates, the State Department of Education has a significant linking role to perform between its fellow State institutions, the State Colleges and the Universities, and the Public

School Districts. It is involved in statistical gathering and interpretation. It has responsibility for functions such as coordination and certification. Through its leadership role in its Central Office and its regional offices, it can lend substantial support, including financial, to enable successful educational practices to be implemented. It can also bring together clients and service providers by acting as a clearinghouse for ideas, programs, consultants, etc. In addition, it can continue to host statewide and regional conferences on critical issues and problems in order to maintain the focus on a systematic approach to the planning, implementation, and evaluation of meaningful change. This will establish a statewide monitoring system to insure quality and equality of education for all students in the Commonwealth.

Possibly the relationship between the State Department of Education's Regional Offices and the Educational Cooperatives should also be addressed. Whereas the strengthening of the Regional Offices is intended to decentralize the efforts of the State Department of Education, the development of Education Cooperatives is intended to centralize the services and cooperative efforts of groups of school districts. Although competition may be generated in the process, this can be healthful. It is important, however, to note carefully the two basically different approaches to meeting the needs of the school districts and their consumers - the students and the taxpayers.

SYNERGY = SYNCHRONIZED ENERGY

Actually this Public Education Renewal System is in effect at the present time to some extent. There are colleges which do provide for a continuum of renewal from pre-service through in-service, in conjunction with the other components in this system. There already exists, to some degree, liaison among some State Colleges, the University, the private colleges and universities and Educational Cooperatives, the State Education Department and the Public Schools. These components have come together to generate even greater synthesized energy. Thus they have gained synergy where each makes its unique input but the whole is greater than the sum of its parts. What can be generated from such sources of energy is a continuous, coordinated system, providing valuable input and feedback for the renewal of public education. There is a definite need in the Commonwealth now and in the future for colleges and universities to work more energetically with Educational Cooperatives, with the State Education Department and with the public schools in their respective regions of the State to maximize this renewal in public education throughout the Commonwealth of Massachusetts.

A SYSTEMATIC PROCESS ESSENTIAL

At the present time in public education in Massachusetts, a systematic procedure is lacking for identifying promising practices and processing them through the several segments of education, viz., the State Department of Education, the school districts, the educational cooperatives and the institutions of higher education. Such a systematic process involves tapping into the collective expertise represented in these segments so that promising practices can be further developed, refined and disseminated.

Dissemination is often the missing link. How to centralize and decentralize and get back out to the client--the student in the public schools--is a major problem. By a loop system involving the concerned components, a renewal can occur as promising practices are tested, refined and disseminated to the public schools of this State with as much selective involvement of the parties concerned as is necessary. This suggests that change could be engineered through carefully selected ad hoc groups to address the task at hand. Only by such a systematic approach to these complex problems can renewal truly take place.

III. A LIFE-STYLE OF LEARNING

A MULTIDISCIPLINARY APPROACH

The renewal of public education will be achieved most effectively through the scholarship of many disciplines, including biology, psychology, sociology, philosophy, technology, and curriculum in the varied content areas.

The growth and development of the child and of the adolescent must be a central and continuous study of the educator. From the time the person is an infant, he is affected by all that happens around him. The child learns in accord with conditions in his nature which are both natural and conditioned. There are certain developmental tasks which he must undergo and the quality of which determine his character and personality. Concepts must be developed. The psyche of the person impels him to inquire and explore. The child grows and develops, influenced by societal factors. He is affected by his environment--whether at home, in schools, or in the community--and by the people in these varied settings. In essence, learning must become individually child-prescribed, facilitated and managed by competent professionals.

To adequately describe and understand the complexities and uniqueness of the learner, an interdisciplinary approach is essential. An integrated professional block, consisting of an interrelated body of knowledge derived from several disciplines, must focus on the learner, learning theories, the organization of content, and modes of communication. The elements of biology (growth and development), psychology (learning theories), sociology (environment), philosophy, media, and curriculum in varied disciplines must be integrated. Acquisition of knowledge, its preservation, its application, and its implementation are all relevant. Information, skills and attitudes are all part of the picture. Restructuring, reorganizing, and evaluating, as well as making judgments on the basis of knowledge, are all essential.

AFFECTIVE DOMAIN

The affective domain must receive proper emphasis if the total person is to be developed. The senses play a prominent role in learning. They are the receptors and conductors of the environment of the learner. The learner responds internally. Feelings and emotions give tone and intensity to learning. They also condition learning. Subliminal factors often cause more learning to be "caught" than "taught."

AFFECTIVE DIMENSIONS

In addition, the impact of prejudices, biases, emotional responses, emotional overtones, non-verbal communication, simplistic reduction techniques, walking away from problems, and errors in thinking must all be considered in relation to the key skills of problem-solving. One often is not able to learn if he is hampered by constrictions which affect his thinking. Yet the tensions, pressures and forces of the time demand fuller understanding of the affective domain and its relationship to the behavior of learners. Feelings are central to motivation, goal-setting, aspirations and actions. Values are also vital. They cannot be treated from a neutral posture, abstracted from any relation to reality, especially in the confusion of today's society.

In addition to traditional values, there are contemporary issues which growing youth are confronted with daily. Many students express a preference for peace over violence, love over hate, justice over injustice, a clean environment over exploitation of nature. Any analysis of teacher education must examine what factors color judgment in the formation of values, in the application of knowledge, in the formulation of decisions, and in the determination of the use to be made of learning. It is fine to prepare students for the knowledge explosion. The "copeability" which Toffler claims prepares people for the future is only part of the picture. The essence of true wisdom is to learn to make the right use of knowledge for the welfare of individual human beings and for the service of mankind.

THE ART OF LEARNING

Learning how to learn, or (as it has been called), the art of learning, does not come from specific courses or just from the liberal arts *per se*. It may be stimulated, be expressed, or be exercised, but the chances are the individual is normally too busy acquiring knowledge or too intent on learning how to use such knowledge. There must be built into the professional program an integration of the body of knowledge related to learning so that the learner, be he pre-school youngster or college student, is able to learn how to learn, to enjoy learning and to develop a style which leads to a lifetime of learning. And while the professional teacher is exemplifying good teaching, he is learning while teaching, putting due emphasis throughout his teaching role on the learner and his unique process of learning. He is taking into account individuals' learning styles, learning rates, learning abilities and disabilities and learning interests and disinterests, as Chapter 766 is currently highlighting in Massachusetts. He must take into account the fact that everyone is constantly involved in a teaching/learning continuum, in playing both or either role(s) at appropriate points along this continuum. The facts bear out that despite our great interest in and success in formal education, this State is little different from others in the basic learning skill areas, as standardized tests bear out. A Right-to-Read program is as much a concern of the Federal Government in Massachusetts as it is in any other state. All too many students are leaving our schools functionally illiterate. They have not learned to learn.

IV. THE TEACHER EDUCATION CENTER

CHILD STUDY IS CENTRAL

It is in a Teacher Education Center that integrated, professional experiences such as are requisite for the teacher/learner may quite satisfactorily occur. In such an Educational Research and Development Center, child study is the order of the day. Real, direct learning experiences result from college students working with youngsters from freshman year onwards. Being a teacher aide, for example, allows ample scope for the one-to-one tutoring experience whereby a college student can acquire insight into the individual learner with whom he is working. This type of direct experience is also integrated into the professional experiences connected with many of the courses taken in teacher education. Procedures by which students learn are not taught merely in a classroom. Methods courses are not taught only in a classroom or from a book in the abstract. Learning theories are exemplified and tested in a very real learning setting. The college student does more than observe and see demonstrations. He is deeply involved where the action is and learns early the research-orientation which his learning as a teacher must continually follow. In this process valuable self-screening of the professional candidate also occurs.

DIRECT, CLINICAL EXPERIENCES IN REAL SETTINGS

The Teacher Center, as Dean Corrigan of the University of Vermont noted in Kentucky recently (1973), "serves the same function that hospitals serve for medical schools." As Madeline Hunter, Principal of the UCLA University Elementary School, has noted in her Kappan article (1970), "Expanding Roles of Laboratory Schools": "The laboratory school bears the same relationship to the school of education as the teaching hospital does to the medical school or the psychology laboratory does to the department of psychology . . . . Undergraduate and graduate students should have the availability of a laboratory school as one of the richest resources in their inquiry and education." Only on such a basis, serving a realistic, heterogeneous student body, could such a Teacher Education Center be justified. Richard Weller in the Harvard Graduate School of Education Bulletin (1969) noted: "Teacher training is most effectively done with real children in the schools and under trained supervisors who are familiar with the community and who have a personal commitment to and responsibility for these children . . . We focus training for classroom teaching in the only place where it can be done properly - in the schools. . . in the preparation of leaders capable of reformulating curriculum and instruction."

CHILD THE FOCUS OF THE PROGRAM

It is at the Teacher Education Center that the child or the adolescent becomes the focus of the educational program. It is here that the theory that "the proper study of children is the child" becomes eminently practicable. As John Dewey established when he directed the University of Chicago Laboratory School, "The teacher was to bear in mind that the child, not the subject matter, was the center of all teaching; his growth-mental, physical and social - the objective of all endeavor. The teacher was expected to be aware of each child's ability to learn, of his strengths and limitations, and to give these consideration in the daily planning."

TRADITIONAL LAB SCHOOLS NOT THE ANSWER

It is certainly true that laboratory schools throughout this nation have not come near solving the problems of education. While old forms of practice schools or laboratory schools are not adequate, this does not mean that we need no form of Centers for development and dissemination of successful practices.

There is a need for a Teacher Education Center that reaches out to the public schools and is an integral part of the institutions and agencies in a given region which are impacting on the education of children.

LABORATORY SCHOOLS IN REAL SETTING

It is worthy of note that a leading school district such as Evanston, Illinois has developed the new Martin Luther King Laboratory School, which is producing very beneficial results in this leading school district, according to Dr. Joseph Porter, Superintendent of Schools. Even as early as 1967, in conceptualizing the role of the laboratory school in a school district, working in coordination with the area colleges or universities, the Superintendent at that time, Gregory Coffin, stated: "In the laboratory school we will be conducting carefully selected research, individualizing instruction, and using the effective results to serve best each child in the school and throughout the district."

AIMS OF LABORATORY SCHOOL

Coffin continued: "The laboratory school, however, will be a 'seed school,' looking at new methods and new programs for children, 'proving them out' for the district.

"In addition to being a developmental and demonstration center for new ideas, techniques and methods, and building a program to individualize learning experiences, the lab school is aimed at:

"Effectively using an educational solution to the problem of de facto segregation that will benefit all children;

"Organizing an environment as a test school for new patterns of staff utilization and organization, innovations in curriculum and new instructional devices and techniques;

"Encouraging systematic evaluation and dissemination of selected promising educational practices."

LIGHTHOUSES DON'T LAST

Experience with Federal grants has shown that lighthouses don't persist when the funds are removed. Successful practices are not spread just by happenstance, but rather according to a plan or system. Ideas may flourish but tend to die when they are kept in isolation. What is needed is systematic programming in conjunction with established Centers in critical regions of the State. These Centers should become the generating stations whereby the dynamic energy of varied agencies and institutions can be maximized throughout the educational process from pre-service through in-service.

REDEFINITION OF ROLE

The Laboratory School must be redefined. It must be a place where children are studied, not studied about. Methods, curriculum and parent-school relationships must be learned in a live context. Experiments are conducted here, new ideas are generated and tested here, and national programs are developed and disseminated from such a Center. Evaluation programs can also be tried and tested here. Such evaluation programs would reveal learning deficiencies and disabilities, enabling the staff to diagnose difficulties, to prescribe and to provide motivation and appropriate grouping, and then to repeat the process at appropriate intervals. It is only on the basis of impacting meaningfully on the educational programs in schools in its region and throughout the Commonwealth that such Teacher Education Centers can expect to justify their existence and continued support.

NEA AUTHORITY SPEAKS

One of the outspoken proponents of a Teacher Education Center has been Roy Edelfelt, professional associate, NEA Program for Professional Excellence. In a recent article in *Today's Education - NEA Journal* (1973), entitled "The Reform of Teacher Education", Dr. Edelfelt notes:

"We need, then to establish teacher-education schools, that is, elementary and secondary schools or settings adjacent to schools where the education of teachers takes place concurrently with the education of children. These should be institutions in which the community, the school, and the college have reached some mutual agreements (contracts) about common and individual purposes."

Edelfelt continues in the same article:

"The focus would be on learning how to learn; on developing productive, positive attitudes about learning; on intriguing the student with the intellectual process; on the application of thinking processes in solving human problems; on developing skills and knowledge that have purpose and that cultivate human satisfaction; on human relations skills; and on fostering self-understanding and personal adequacy."

TEACHER EDUCATION CENTER ESSENTIAL

The insights of Dr. Edelfelt are rather revealing. He concludes:

"So the teacher education school is essential. There have been ideas like this before--and too often they have remained on the drawing board or in the literature. The new interest in teacher education centers makes sense, and it seems to have caught the fancy of enough teachers to get it tried in action. But how can this be approached?"

SOME GUIDELINES FOR TEACHER EDUCATION CENTERS

In summation, Edelfelt also proposes some operating principles for teacher education centers in the following terms:

"Guidelines for teacher education schools (as described in this article, one type of renewal center) should include provisions like the following:

1. The staff should include everyone from teacher aide to senior professor, and governance of the center should be the right and responsibility of those who use it.

2. Teachers should work individually, but also in groups, to study and solve problems.

3. Study and research should be an integral part of the usual school operation.

4. The community (parents and laymen) should be deeply involved.

5. Many community agencies and institutions should work with the school.

6. Adequate money and the readiness to gamble with new and different ideas should be evident."

In addition, objectives such as the following might be added:

7. The staff should strive for the optimum development of the total capabilities of each individual student.

8. Learners should be provided with direct, rich and varied educative experiences.

9. Selected, appropriate instructional equipment and media systems should provide for customized instruction in terms of the student's learning ability, rate of learning, style of learning, interest and energy.

10. The Teacher Education Center should facilitate from the pre-service through the in-service level the development and dissemination of successful programs and practices and the preparation of personnel to implement these successful programs and practices in the school districts of the State.

QUALITY SUPPORT WITH LIMITED RESOURCES

Valuable as Teacher Education Centers may be in the pre-service and in-service aspects of the education program, it is recognized that only a limited number of such Centers will exist throughout the State. This is the case because of the need to support properly and professionally any such Centers which are intended to perform the functions already referred to. With the financial constraints that will exist, it may be wise to think in terms of three or four regions of the State being served--

possibly Western, Central, Southeastern and Metropolitan Boston. Wherever these Centers are designated, it should be borne in mind that substantial support with resources will be required if they are to attain the excellence essential to renew public education in the Commonwealth. As has happened in Britain, Teacher Education Centers can become the sites for the dissemination of successful practices and of personnel trained in implementing these successful practices.

TEACHER EDUCATION CENTERS AND IN-SERVICE EDUCATION

The priority currently being placed on in-service education of teachers is evident in the *Seventh Annual National Vocational and Technical Teacher Education Seminar Proceedings* (1974). This Report, containing a presentation by Kaare Jacobsen and Harry N. Drier, notes:

> "In-service education today cannot be viewed as a frill or an add-on activity to take place at the beginning or any other single point in time of any school year. It must be considered an integral feature, woven into the ongoing instructional program and organizational fabric of the system. Fundamental to educational change strategy is total school staff involvement. If education is to meet the demand of the time, it must plan for change by involving the entire school staff. Gorman (1972) writes in the recommended guidelines for in-service development:
>
> "'When all of the educational personnel involved with Career Education are a part of the in-service education program, then, it will be more likely that the program will have a positive enduring effect in the total educational environment.'
>
> "Any school district considering in-service training needs for all their staff members is likely to face some difficult issues. Rapid educational change, like that being called for in career education, calls for continual in-service

> education of existing staff. School budgets are inadequate in many districts and the cost of in-service education is increasing. As costs increase, there will be pressure to limit staff renewal to those staff members who can profit the most. This is critical because to exclude any teachers from participating in in-service may hinder the adoption process. Many educational changes are long lasting and need total staff involvement and support. This is especially true of career education presently serving as a change model that demands long-range planning time to develop, test, and evaluate."

Whether the content is the timely thrust of career education, the emerging area of management of instruction, the fiscally essential matter of PPBS, or the vital agenda of developing the management skills in front-line supervisors such as principals, who exert the single greatest effect on the direction a given school takes, the implications for the in-service education a Teacher Education Center can offer are inescapable.

One of the perennial problems of in-service which the Teacher Education Centers will be called upon particularly to solve is that of the teacher resistive to any form of change. As the *Seventh Annual National Vocational and Technical Teacher Education Seminar Proceedings* (1974) also states:

> "In-service education is a planned process for influencing teacher behavior with the intent of changing conditions and instructional practices in the classroom. As educational change occurs, attempts must be made to involve all teachers in an organized program of in-service education. In planning in-service activities, it is important to recognize that many teachersoften defend the traditional content and approaches in education and resist change. Unless effective means are developed to encourage the resistive teacher to attend in-service education programs for the purpose of change, there will be little of achieving intended outcomes. The problem is that staff development specialists and program developers have not developed effective in-service strategies to influence the behavior change of resistive teachers."

ALTERNATIVE CENTERS FOR RENEWAL

Valuable as it is in conjunction with the education curriculum in providing pre-student teaching professional experiences, the Teacher Education Center is one of the many centers where student teaching and other pre-service experiences may be gained. In line with the charge of a recent report that The University Can't Train Teachers (1973), many institutions are uniting their pre-service and in-service efforts in very realistic settings in the field. In fact, a major effort is necessary in the next five years to reeducate one and one-half million experienced teachers. Dean Corrigan has called for a new "strategy which brings together pre-service and in-service teachers in the same training program in a team relationship." This is also the plan advocated and implemented by Dean George Dickson of the University of Toledo in his Partners for Educational Reform and Renewal (1973). It evokes the type of vision that is called for in Alvin Toffler's recent publication, Learning for the Future (1973). It is the type of renewal of public education in this Commonwealth which can be made possible by a systematic linking of the four major components - the Public School districts, the State Department of Education, the Educational Cooperatives together with the community agencies and the State Colleges —as has been advocated in this paper. Such a plan, as it is being implemented in a limited number of institutions in Massachusetts currently, even goes beyond the far-reaching and forward-looking presentation of Teacher Centers in the Spring 1974 issue of the Journal of Teacher Education. Many national authorities have stressed the key significance of Teacher Centers today in this issue devoted exclusively to Teacher Centers.

STRATEGIES FOR TEACHER CENTERS

Kenneth R. Howey of the University of Minnesota expresses his position in relation to Teacher Centers in the very title of his article in the Spring, 1974 issue of the Journal of Teacher Education, "Comprehensive Renewal in the Public Schools: The Context and Potential of Teacher Centers." Howey writes:

> "Conditions seem to point up at least two program strategies for teacher centers which should more fully engage school personnel in renewal efforts. First, there must be a shift in emphasis from training individual teachers to training teachers in teams or to assume specific roles within a team. Second, training models are needed to generate program/staff development specialists to assume primary responsibility for leadership in renewal. . .This new role is perhaps best imbedded in the teacher center, which ideally will have one foot in the school and the other in the community. . .
>
> "The position taken here is that teacher centers have excellent potential to become a primary vehicle for comprehensive renewal. The degree to which that potential becomes reality will be determined to a large degree by how successfully these centers can integrate diverse elements within both the profession and the community and bring them to focus on fundamental issues of school improvement. . .With change taking place at an increasingly rapid rate, renewal mechanisms will have to be brought more directly into the 'scene of action.' Both the potential of teacher centers and the renewal they can bring about are considerable."

NATIONAL TEACHERS' REPORT ADVOCATES TEACHER CENTERS

Whether they are called Teacher Centers, Teachers' Centers or Teacher Education Centers, the movement is underway nationally in this direction. Indeed, as William L. Smith, Director of the Teacher Corps, U.S. Office of Education, has stated (1974):

'It is this very flexibility and adaptability which ensures the usefulness of the teaching center concept." It is indeed noteworthy that at this stage the teaching profession itself has gone on record in *Inside Out: Report of the Teachers' Field Task Force on the Improvement and Reform of American Education,* released by the U.S. Office of Education in 1974 as supporting Centers for the development and improvement of teachers. Excerpts from their Report follow:

> "The one non-negotiable recommendation, then, is that. . . centers must develop programs that focus directly on the needs of kids. . .
>
> ". . .To assign responsibility where it can be carried out effectively and to maintain a responsive system staffed with competent teachers, a new unit is proposed for all public schools--the teachers' center.
>
> ". . .The function of a teachers' center is to maintain an effective educational program through continual teacher preparation in the knowledge, attitudes, and techniques of teaching. The teachers' center will provide opportunities for teachers to participate in a continuing effort to maintain and upgrade skills. Continual education and training are an obligation upon both the teaching profession and the school district, and it could serve as the pivotal component of an educational planning system.
>
> "The program within the teachers' center is a continuous process, cyclic in nature, the first step being to determine the needs of students and teachers. . .
>
> "The teacher center's primary funding should be public sources: local, state, and federal. Local funds currently used for in-service activities are appropriate; a portion of state funds used in research and similar programs should be allocated for teachers' centers, but the primary source should be federal. This consists of a specific grant to each state to be distributed to districts establishing

teachers' centers. Teachers' centers could also seek funding from other public and private agencies where locally determined programs make the use of such funds appropriate.

"The obligation of each of these participating agencies, the school district and the professional organizations, should be agreed to and formalized in the master contract that defines working conditions and specific responsibilities for the profession and the local district."

TEACHER CENTERS IN THE 1990's

Joel L. Burdin, Associate Director of AACTE, entitles his article in the Spring 1974 Journal of Teacher Education, "Scenario on Teacher Centers in the 1990's." In this "Scenario" he notes:

"Preparation in the effective utilization of various knowledge base --stored and retrievable--is an important and continuing facet of our professionalism. . .

"Our *PDC's extensive library and information center is tied to comparable centers around the nation. Cable television provides the connecting capabilities with all kinds of sites which can provide diverse experiences. Cable TV enables us to tie in not only with the best that the various disciplines have to offer, but also with myriads of individuals in all kinds of settings with all kinds of cultural backgrounds. This form of TV indeed makes available a vast 'cafeteria' of educational experiences which can inform, clarify, challenge, and stimulate. We select experiences and thus are in control of our own education. We can follow through on prescriptions for growth based upon diagnostic efforts of teacher educators responsible for counseling, guiding, and teaching us for lifetime growth.

"By learning new modes of thinking and behaving, education personnel are able to guide young learners in similar interdisciplinary growth."

* Professional Development Center

Burdin concludes:

> "I am certain that the future will change drastically in the days ahead. World, societal, and educational changes which seem desirable will be handled rationally and competently. Those which seem to demean and undermine individuals and democracy will be challenged. Our PDC, I am proud to say, will be among the valued and valuable resources of the future. Here is partnership; here are resources. Here are vision and reality. Here is where the emerging world comes into focus for professionals, education students, and citizens. Here, in large measure, is where the educational part of the total societal strategy for building tomorrow comes into being. While our PDC isn't the only place for studying, interacting, dreaming, and doing, it is quite a place!"

THE FUTURE IS NOW

Now that Teacher Education Centers are on the front burner, it would surely be most timely for the Massachusetts State College System to give priority to making this idea whose time has come a reality. Some of the possibilities of the Teacher Education Center may be gleaned from the poem, Teacher Centers by Madison Judson, which has been attached to this paper as an Appendix.

V. "TO EFFECT AND ON A GENERAL PLAN"

THE BUSINESS OF THE STATE

It is by such a systematic approach to reform and renewal that the Commonwealth of Massachusetts can best fulfill its clear-cut responsibility to assure a continuous and adequate supply of very well prepared teachers and to insure a continually renewing development of the instructional programs to meet the needs of its citizens at many levels of the educational process.

A RENEWAL OF COMMITMENT

On the marble walls of the Jefferson Memorial the immortal words of the writer who described our nation's spirit and commitment two centuries ago are inscribed. He wrote: "Establish the law for educating" its citizens. It is chiefly by legislation promoting education that a well-formed and well-informed citizenry will be created. As our nation's Bicentennial approaches, the spirit of Jefferson urges us "to effect and on a general plan" what is the State's business - renewal of education at a high level of quality for its citizens - the public it exists to serve.

Madison
Judson
Churchill
Road
Elementary
School

Teacher Centers

Teacher centers are
created,
designed and
operated
to assist teachers in their
continuing personal and
professional development
in,
for and
through
the use of
inservice teaching and
inservice learning.

The credentialing program for a
teacher is just a base for a
lifetime of continuing
development,
enhancement,
effectiveness.

Teacher centers function through
an appropriate collaboration
of people who are from, and may
represent, formally or informally:
universities,
colleges,
LEAs,
schools,
community,
educational agencies,
teachers.

Many different collaborative styles
and structures are used.
A common form,
in England,
has teachers as majority members
in governing groups, whatever
specific structure they may finally use.

Teacher centers may have
special,
general and multi-purpose
spaces
. . . such as:
inside
outside
fixed
traveling
old buildings
new buildings
centralized
localized
dispersed
permanent
temporary
negotiated
leased
loaned
purchased
borrowed
liberated
personal
shared
mutual
long-term
momentary
whatever

curriculum workshops
material workshops
tool workshops
media (AV) room
assembly room
hall
drama room
movement room
lecture room
discussion room
common room
social room
kitchen
library
storage
project
meeting space
private space
public space
working space
group space
building space
whatever.

WHATEVER the space and its temporal,
spontaneous, or planned
purpose—it is made and
maintained to be
humanly
attractive,
useful,
responsive.

Teacher centers must each define
their own roles and styles and
goals. They must define them in
ways which keep active continual
renewal processes.
Of particular importance is how
different communities and constituencies will be seen in respect
to:
roles
responsiveness
accountability
participation
utilization
identification
location.

The fundamental reality and
process of teacher centers
themselves will also aid
curriculum development
school practices
local
regional
national
information
collection
dissemination
adaptation
installation
research
innovation and experimentation.

THE PRIMARY basis on which anyone
is to be involved in a teacher
center must be personally derived
and must be expected to be
different for different people
and to be different for different
groups. It certainly will
be different for one person or
one group from time to time.

Of course, T I M E spent at the
center will vary. For some
involvement and participation
will be continuous; for others
it will be a once-in-a-while
thing
and even then the times will
be for
different purposes and for
different needs.

PERSONAL
MUTUAL

CHOICE
NEGOTIATION
ACCOUNTABILITY

The POTENTIAL for
alternatives
multiple paths
simultaneous divergence
must be genuine and exist at every
point, every possible point.

Desired paths may be created by
others, but
each group or individual
must be able to negotiate
his own options accountably
within the limitations of
available
resources
time
space
energy.

Madison Judson is principal, Churchill Road Elementary School, McLean, Virginia.

Teacher centers can offer
short courses, which are
adaptable
immediate
responsive
modular
tutorials
self-study programs
self-study moments
demonstrations
curriculum development
films
organization development
team building
seminars
colloquia
group work
special
projects
activities
field work
advisory services
consultative aid
mentors
friends in court
access to
stuff
technology
information
sensoriums
and PEOPLE, interesting PEOPLE
interested in PEOPLE.

Teacher centers
through their programs which are
diverse (pluralistic) in
nature,
design and
initiation
and through other planned
alternatives and an openness
to negotiated possibilities
focus on both
continuing and
emerging
educational
needs,
problems,
opportunities
(all of them challenges)
such as:
minorities
handicapped
reading
bi-lingual
career education
early childhood
or on 'newer' concepts such as
represented by:
pluralism
diversity
accountability
competency measures
localism
responsiveness
personalization.

Teacher centers can be and must be
immediately and continuously
responsive to
teachers, and
community
and indirectly responsive to
the children all of us are
concerned with by the
attractive and
exciting
demonstrable use of
developing knowledge,
stuffs and styles,
increasing the range of available materials and methods
known likely,
shown likely,
to be effective
in improving
the
quality of life,
excellence of life,
breadth of life,
depth of life,
here and now and tomorrow for
all of the children of
all of the people.

To exist teacher centers must ...
continually be in the process
of
absorbing
adapting
changing
supporting
accepting
attracting
fusing
liberating
in short,
becoming.